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ABSTRACT

This revised New York state social studies curriculum guide presents teacher development materials and a syllabus for fourth grade social studies classes. The teacher's section elaborates on key features of the program and suggests relevant classroom applications. Contents discuss or provide: (1) concept goals; (2) skill goals; (3) evaluation concepts; (4) methods of linking children's literature to social studies; (5) ways of educating for citizenship; (6) guidelines for participation projects; and (7) suggestions for evaluating classroom interactions. The syllabus provides a fourth grade social studies overview that features the study of local history and government and offers charts of K-6 program generalizations. An explanation of included symbols and the syllabus format are provided, and each unit is divided into six sections: (1) concepts; (2) content understandings; (3) learning activities; (4) skill development activities; (5) evaluation; and (6) resources. An appendix discusses strategies for teaching students with handicapping conditions and increasing student awareness and information about disabled persons. Charts and pictures are included. (JHP)

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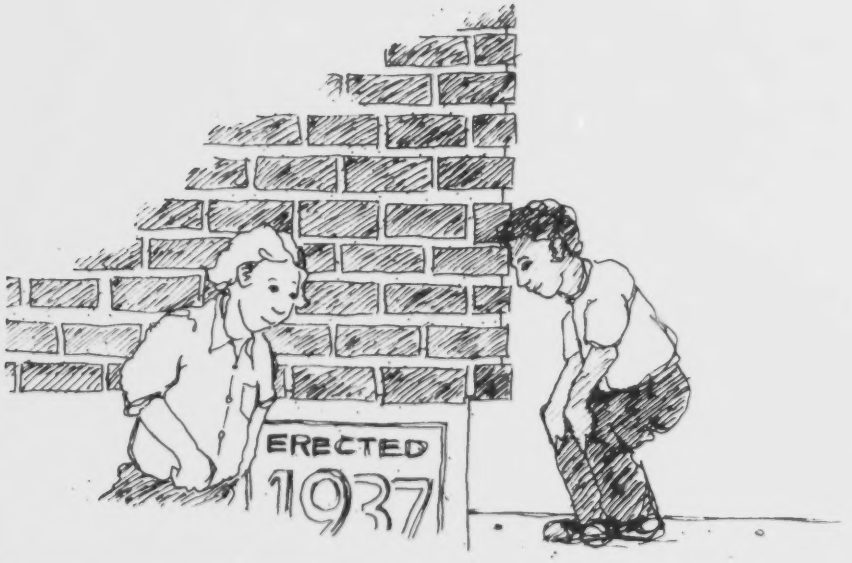
SOCIAL STUDIES PROGRAM



The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234
1982

1987 Updated Edition

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THE STATE OF LEARNING

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SOCIAL STUDIES PROGRAM

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FOREWORD

During the period in which the K-6 social studies program was initiated, developed, field tested and revised for publication, participation in the syllabus development process dealt with some persistent and difficult issues. Among them were the following:

- How can social studies curriculum address student needs and interests?
- How can a K-6 program provide a foundation for students living in a rapidly changing global world?
- How can process elements as keys to lifelong learning be incorporated into a social studies program?
- How can an elementary program reflect increasing knowledge about child development and learning?
- How can syllabus material give attention to the learning environment as well as the learning content?
- How can syllabus material help teachers deal with content selection?
- How can social studies experiences encourage students to accept the responsibilities of participatory citizenship?
- How can syllabus materials meet the needs of a diverse State, giving sufficient direction and yet providing flexibility?
- How can materials prepared this year be relevant next year, and the next?
- How can students be led to consider the future as well as the past and present in social studies?
- How can we educate for multicultural understanding and cooperation in an increasingly interdependent world?

These issues continue to be of concern today. As local districts organize for curriculum development and for instruction in social studies they must consider those issues carefully.

The content, concept and skill goals of the State social studies program represent educational outcomes. It is toward these outcomes that the district program should be directed. These outcomes provide a framework,

or guide to curriculum development. Content specifics and programs should be based on this framework. Each theme, unit, and lesson should be planned with attention to the content, concept, and skill learning it fosters. The New York State social studies program outcomes can be represented visually as follows:

N. Y. S. SOCIAL STUDIES PROGRAM GOALS

SKILLS

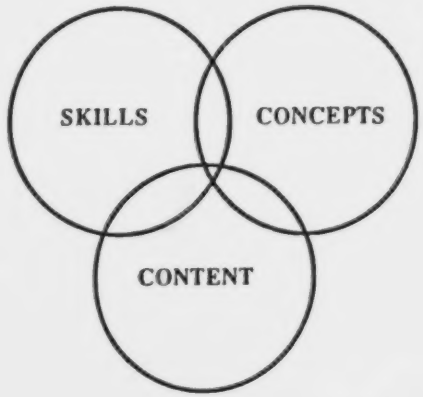
Gathering Information

Using Information

Presenting Information

Participating in Interpersonal and Group Relations

Self-Management



CONCEPTS

K - 6

- Change
- Citizenship
- Culture
- Empathy
- Environment
- Identity
- Interdependence
- Nation-State
- Scarcity
- Technology

7 - 12

- Choice
- Diversity
- Human Rights
- Justice
- Political System
- Power

CONTENT

- Historic
- Geographic
- Economic
- Political
- Social

It is not possible to include in a syllabus all the possible examples which can be used to develop the ideas which the syllabus provides. A district curriculum development team, and the individual teachers in the district's classrooms, must exercise sound professional judgment in the selection of well balanced materials.

This 1987 edition of the New York State Social Studies Program, reflects some changes from the 1982 program. These changes, which came about through dialogue and active involvement of educators, are summarized below.

- the addition of a graphic symbol accompanied by notes to teachers recommending attention to multicultural content. In our diverse society, it is critical that multicultural content be used to build the self-esteem and identities of all students. All curriculum documents should build toward constructive attitudes toward diversity for all students.

- the addition of appropriate content examples which will help districts to make decisions about which data to use to illustrate the content objectives for the units

- updating of the resource column to reflect current material available to teach the program's content, concepts, and skills

- cosmetic changes which will make the syllabus easier to use

The Bureau of Social Studies Education and the Bureau of Curriculum Development continue to encourage dialogue about this and other publications. In addition, these bureaus welcome copies of local guides or other materials developed to implement the social studies program. For assistance in developing local materials the readers may want to consult:

Curriculum Development: A Handbook for School Districts (The State Education Department)

Supervision Manual: Social Studies Program (The State Education Department)

SSEC Curriculum Development Manual

NCSS Document; Curriculum Guidelines

or call the Bureau of Social Studies at (518) 474-5934 or 474-5978.

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The New York State Education Department wishes to thank the more than 100 school districts which field-tested these materials.

The K-6 social studies curriculum revision would not have been possible without the extraordinary cooperation of the District Superintendents and their Boards of Cooperative Educational Services (BOCES) throughout the State. They were represented by their Curriculum Committee chaired by Freeman A. VanWickler, District Superintendent, Delaware-Chenango-Madison-Otsego BOCES. The K-6 project administration was conducted under the supervision of Mr. William Crocoll, former District Superintendent Erie II BOCES.

The K-6 social studies curriculum revision was completed under the direction of Donald H. Bragaw, chief, Bureau of Social Studies Education. Judith S. Wooster, associate in the Bureau of Social Studies Education, served as project coordinator and was assisted by Jacob I. Hotchkiss, associate. The manuscript was reviewed by Coe Dexter, John Dority, and Kenneth Wade, associates, Bureau of Social Studies Education. George Gregory, associate, Bureau of General Education Curriculum Development, assisted in the development of the material and prepared it for press. Christine Cain and Jane Miller, from the Martin H. Glynn Elementary School in the Ichabod Crane School District, prepared this 1987 update of the Grade 4 program.

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TEACHER NOTEBOOK

The Teacher Notebook appears at the beginning of every grade level segment of the K-6 social studies syllabus. Its goal is to elaborate on the key features of the program, suggesting relevant classroom applications.

While the sections of the Teacher Notebook may be read separately, in essence they each represent necessary pieces of the whole social studies program and set the stage for use of the syllabus.

CONCEPT GOALS OF THE ELEMENTARY PROGRAM

Concepts are content organizers. They are mental images or word pictures conveyed by a single word or word combination. The following characteristics apply to concepts.

A concept is:

- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to expansion of meaning and delineation of detail, as experience provides different settings and different relationships in new contexts.

Concepts are constructed by students through interactions between their mental structures and their environment. This process of restructuring knowledge is:

- ongoing
- stimulated by active involvement
- developmental in nature.

Illustrated graphically, a student grows to incorporate new experiences into his/her existing framework and at the same time modifies that mental framework, changing and extending it. In recognition of the developmental nature of concept learning, the concept goals of the K-6 social studies program are highlighted on each syllabus page. Content understandings and activities are designed to foster conceptual growth.

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All school and life experiences influence a person's perception of a concept such as ~ Citizenship

VOTING
TRAFFIC TICKET — SPEEDING
PAYING TAXES
ROLE MODELS AT HOME AND IN THE COMMUNITY
OBEYING BICYCLE LAWS
INDIVIDUAL RESPONSIBILITIES AT HOME AND IN SCHOOL
WAITING YOUR TURN
AS AN INDIVIDUAL GROWS THE EXPERIENCES WHICH THE INDIVIDUAL INTERNALIZES BUILD A CONCEPT ~
BIRTH TO ADULTHOOD

22

The ten key concept goals of the K-6 social studies curriculum are:

CHANGE
basic alterations in things, events, and ideas

CITIZENSHIP
membership in a community (school, state, nation....) with its accompanying behaviors, rights, and responsibilities

CULTURE
the way of living any society develops to meet its fundamental needs

EMPATHY
the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others

ENVIRONMENT
surroundings, including natural elements and elements created by humans

IDENTITY
awareness of one's own values, attitudes, and capabilities as an individual and a member of groups

INTERDEPENDENCE
reliance upon others in mutually beneficial interaction and exchange

NATION-STATE
a geographic/political organization uniting people by a common government

SCARCITY
the conflict between unlimited needs and wants and limited natural and human resources

TECHNOLOGY
the tools and methods used by people to get what they need and want

Further elaboration and definition of these concepts are included in the syllabus. Through social studies experiences in the elementary grades, students will build mental categories which provide a foundation for social studies learning in grades seven through twelve.

There is a great deal educators need to learn about teaching for concept learning. This syllabus offers a starting point for incorporating concept goals into social studies planning. Local districts are encouraged to elaborate on and refine these efforts.

SKILL GOALS OF THE ELEMENTARY PROGRAM

The incorporation of skills into the elementary social studies program has grown out of increased emphasis upon skill development in all educational fields. The following skills list categorizes skills which are chiefly social studies skills as well as those skills which are interdisciplinary. Items from the skills list have been incorporated into the syllabus at every grade level. Teachers are encouraged to plan each social studies lesson with regard to systematic skills development using this list as it is written or as it is amended to meet local needs.

Suggested Skills List

I. Getting Information

Identifying a variety of sources of information

- multiple sources of the same types of information
- varying approaches, viewpoints, interpretations
- reference works, newspapers, magazines, primary and secondary sources
- tables, graphs, charts, diagrams, pictures
- maps, globes, atlases, vocabulary
- visuals, field trips, artifacts
- listening
- observing

Recognizing advantages and limitations of various sources

Locating sources of print and nonprint information

- libraries (card catalogs, indices, library guides such as Readers' Guide to Periodical Literature)
- tables of contents, appendices, glossaries, bibliographies, and indices
- museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews

Identifying the types and kinds of information needed by

- recognizing information that is relevant as differentiated from information that is irrelevant
- using subquestions and/or predicted consequences
- understanding purposes for which information is to be used

Locating information in print and nonprint sources

- main elements
- main ideas
- supportive elements

Organizing collected information

- orderly, precise, summarized notes
- cited sources

II. Using Information

Classifying and/or categorizing data by

- selecting appropriate headings for data
- distinguishing between relevant and irrelevant information and events
- placing ideas in order, chronological and other

- developing tables, charts, maps, and graphs to clarify data and ideas
- identifying differences and similarities in data

Evaluating data by

- differentiating fact from opinion
- identifying frames of reference
- identifying value laden words
- detecting evidence of propaganda
- evaluating author's or person's qualifications

Drawing inferences from data by

- identifying relationships among the parts
- detecting inconsistencies
- weighing conflicting facts and statements

Checking on completeness of data and questioning hypotheses based on sufficiency of evidence by

- using simple mathematical and statistical devices to analyze data
- testing, refining, and eliminating hypotheses and working out new ones when necessary
- drawing conclusions

Generalizing from data by

- applying previously learned concepts and generalizations to the data or situation
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies

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- creating a broad statement which encompasses findings

Scrutinizing possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals.

Revising generalizations in the light of new data

III. Presenting Information

Speaking in an effective way by

- spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
- talking in complete sentences
- keeping to the topic
- using appropriate visuals
- learning and developing the skills of being a discussion leader or participant

Using media and various visuals for communicating ideas by

- previewing such media and visuals
- preparing appropriate commentary
- using a variety of media forms: films, filmstrips, photographic essays, etc.
- constructing and using appropriate tables, charts, graphs, cartoons, etc.

Writing in an expository way by

- thinking logically

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- communicating ideas coherently
- forming generalizations based on appropriate data
- supporting such generalizations through the use of relevant factual information
- using different forms of written exposition: investigative, informative, interpretive, argumentative
- following an acceptable format that includes an introductory element, a body containing the basis of the exposition, and a conclusion

Recognizing and using nonverbal means of communicating by

- understanding the variety of kinds of non-verbal communications: gestures, touching, eye language, handling of body trunk, etc.
- appreciating that the amount and kind of non-verbal communications vary from culture to culture

IV. Participating in Interpersonal and Group Relations

Incorporating a set of positive learning attitudes by

- recognizing that others may have a different point of view
- observing the action of others
- being attentive to situational as well as personal causes of conflict
- listening to reason
- recognizing and avoiding stereotypes
- withholding judgment until the facts are known

- objectively assessing the reactions of other people on one's own behavior

Participating in group planning and discussion by

- following democratic procedures in helping to make group decisions
- initiating ideas
- giving constructive criticism
- suggesting means of group evaluation
- suggesting ways of resolving group differences
- anticipating consequences of group action

Assuming responsibility for carrying out tasks

- individual
- group

Being alert to incongruities and problems

Defining basic issues by

- defining terms
- identifying basic assumptions
- identifying value conflicts

Setting up hypotheses and/or alternative courses of action.

NOTE: The skills described as self-management skills pertain to a student's growth in affective areas.

These skill goals can be summarized as decreasing egocentricity, ethnocentricity, and stereotypic behavior and developing constructive attitudes toward change, ambiguity, diversity, and conflict.

While these skills are some of the most difficult to achieve, they pervade the social studies program and the entire school program.

V. Self-Management Skills[1]

Decrease Egocentric Perceptions

- evidencing a growing capacity to recognize the existence of perspective and to project themselves into alternative perspectives
- evidencing a growing capacity to explain why they might feel or act the same way as another, were they in the other's social and situational setting
- evidencing a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others
- evidencing a growing capacity to consider and act in response to the interests and welfare of others

Decrease Ethnocentric Perceptions

- demonstrating a growing capacity to make and prefer statements about their groups that do not imply a standard by which all other groups are judged
- evidencing a growing capacity to make and prefer statements about other groups which do not use their own groups as a standard
- showing a growing ability to consider and act in response to the interests and welfare of others' groups in addition to those of their own group

Decrease Stereotypic Perceptions

- evidencing a growing capacity to use and prefer qualifying statements that restrict the scope of the characteristics of phenomena
- evidencing a growing capacity to use and prefer tentative characterizations of perceived phenomena, thus indicating their awareness that both the state of the phenomena and the viewer's perception of them are subject to change

Increase the Ability to Empathize

- demonstrating a growing capacity to describe accurately the thoughts and feelings of others

[1]Reprinted with permission from Skill Development in Elementary Social Studies: A New Perspective, by Barbara J. Winston and Charlotte C. Anderson (Boulder, CO: Social Science Education Consortium and ERIC Clearinghouse for Social Studies/Social Science Education, 1977).

- evidencing a growing ability to avoid pejorative explanations of behaviors different from their own

Develop Constructive Attitudes Toward Diversity

- demonstrating a growing capacity to accept diversity as inevitable and natural

- evidencing a growing capacity to respond to diversity by defending or promoting desirable differences and condemning or reducing undesirable differences
- showing a growing ability to recognize the moral complexity inherent in diversity and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Change

- demonstrating a growing capacity to perceive change as inevitable and natural
- evidencing a growing capacity to recognize the ramifications of change
- evidencing a growing capacity to defend and promote desirable change and condemn or impede undesirable change
- showing a growing ability to recognize the moral complexity inherent in change and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Ambiguity

- evidencing a growing capacity to perceive ambiguity as natural and inevitable
- developing a growing capacity to tolerate ambiguity

Develop Constructive Attitudes Toward Conflict

- demonstrating a growing capacity to perceive that conflict is inevitable and natural
- evidencing a growing ability to perceive conflict as potentially manageable and to identify and use alternative methods of managing conflict
- becoming more adept at recognizing the moral complexity inherent in any conflict situation

STUDENT EVALUATION

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature, and can be used to:

- determine a student's readiness for learning
- provide the student and teacher with guidance in assessing ongoing learning progress
- aid in student self-evaluation
- indicate individual or group instructional needs
- demonstrate student achievement in knowledge and skill acquisition
- indicate the effectiveness of classroom procedures, strategies, and materials
- provide qualitative and quantitative feedback on performance for parents, teachers, and students themselves.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- To what degree of success?
- How can we know?

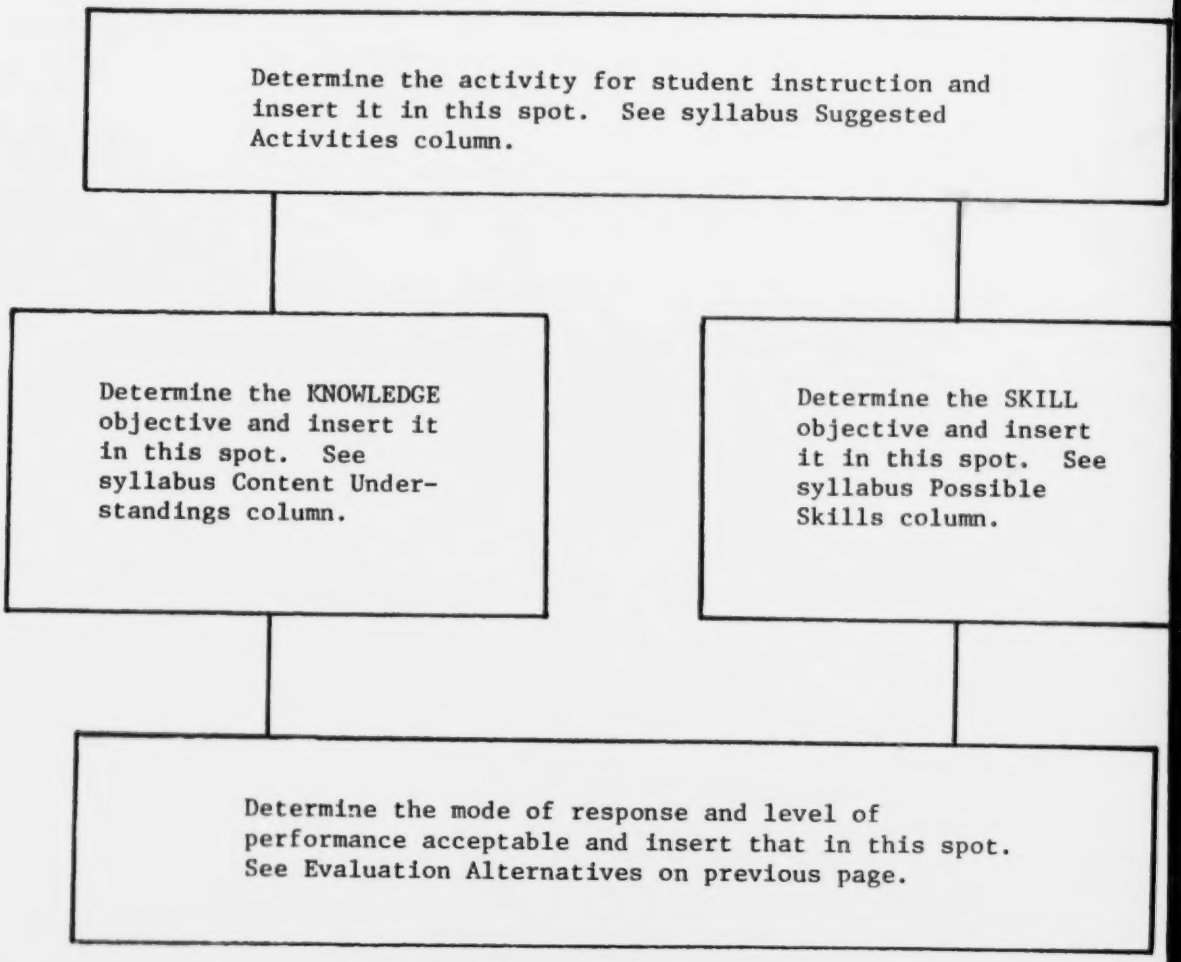
The ASSESSMENT OF OUTCOMES MODEL explained on the next page can help a teacher answer these three questions.

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about the knowledge and skill progress of students, and assist in planning for social studies learning.

The following list of different methods of evaluation may act as a teacher checklist.

- Observations
- Rating scales and checklists
- Conferences with individuals or groups
- Group discussions
- Anecdotal records
- Problem-solving and value clarification processes and skills
- Higher level analytical questioning
- Teacher-made objective tests
- Standardized tests
- Expository and creative writing
- Student criteria setting and self-evaluation
- Student peer evaluation
- Role play and simulations
- Culminating projects

To use the ASSESSMENT OF OUTCOMES MODEL for planning and evaluating...


Determine the activity for student instruction and insert it in this spot. See syllabus Suggested Activities column.
Determine the KNOWLEDGE objective and insert it in this spot. See syllabus Content Understandings column.
Determine the SKILL objective and insert it in this spot. See syllabus Possible Skills column.
Determine the mode of response and level of performance acceptable and insert that in this spot. See Evaluation Alternatives on previous page.

Building toward the CONCEPT(S) of _____.
Enter 1 or more of 10 program concepts

A sample form is completed on page 12. A form for duplication and use is included on page 13.

ASSESSMENT OF OUTCOMES MODEL

Teacher: Sample

Date: _____

Grade: _____

Given preparation and instruction through

viewing filmstrips about families around the world

the student will demonstrate

KNOWLEDGE of the content understanding

family structure varies from place to place

SKILL in

generalizing from data

to the performance level of

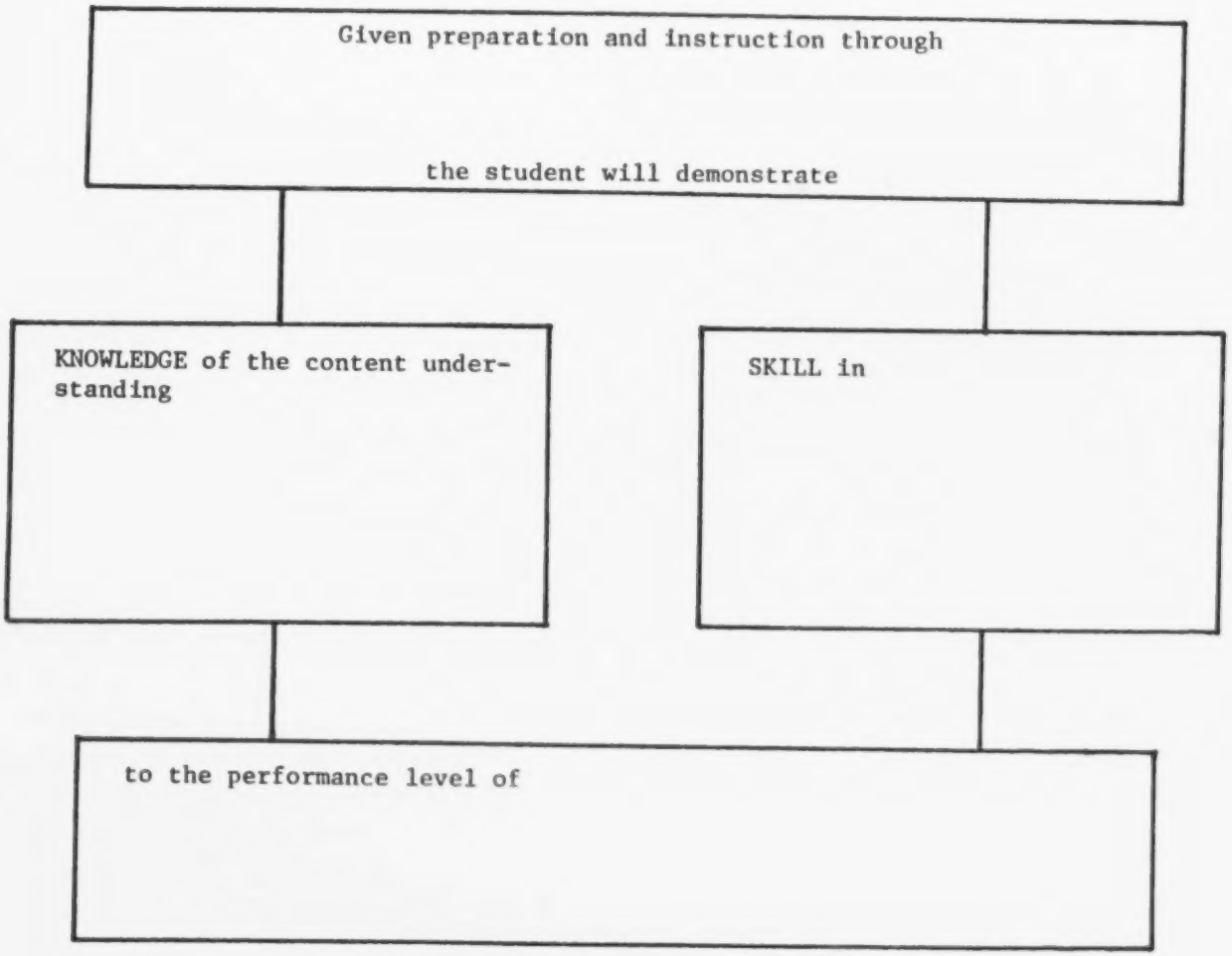
identifying at least two ways family structure may vary place to place

Building toward the CONCEPT of CULTURE.

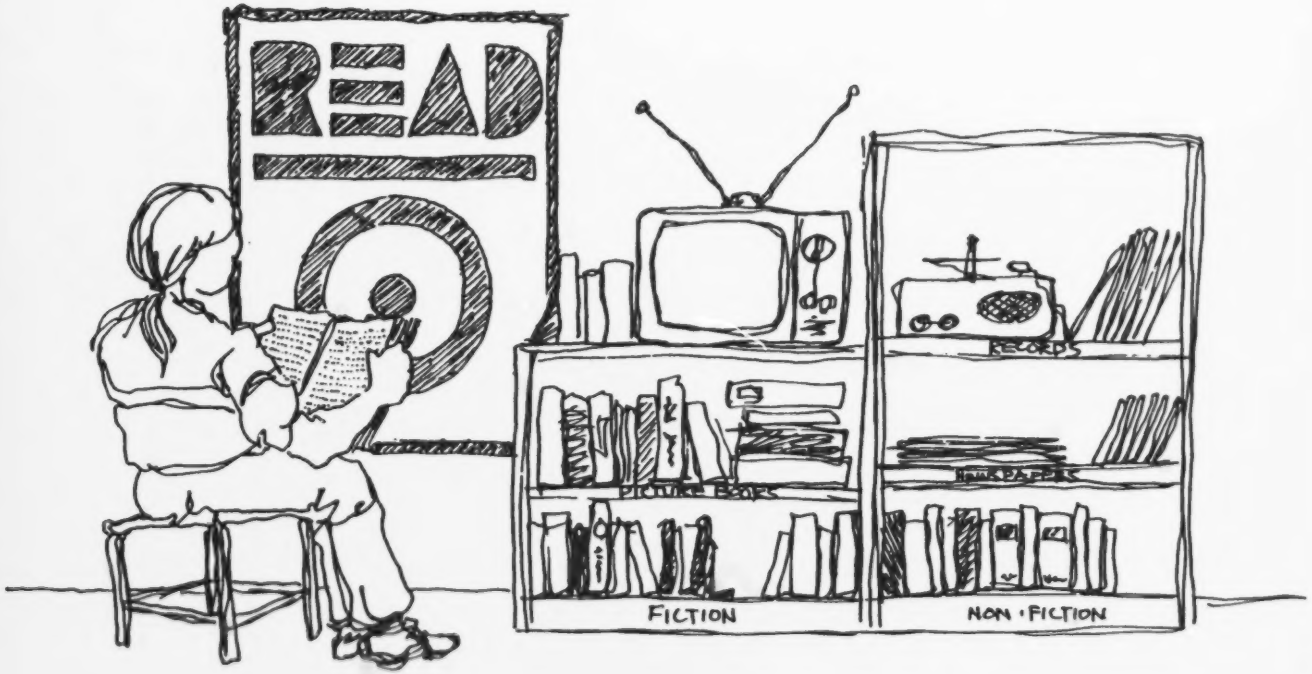
ASSESSMENT OF OUTCOMES MODEL

Teacher: _____ Date: _____

Grade: _____


Given preparation and instruction through
the student will demonstrate
KNOWLEDGE of the content understanding
SKILL in
to the performance level of

Building toward the CONCEPT(S) of _____.


READ
RECORDS
FICTION
NON-FICTION

LINKING LITERATURE TO SOCIAL STUDIES

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as empathy and tolerance for diversity
- reinforcing skill goals of the elementary school
- interdisciplinary planning

There are many ways to set the stage for the use of children's books in social studies:

- Oral Synopsis - Present a short capsule review of book, describing its theme, while attempting to motivate students to read it.
- Independent or Small Group Contract - Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic. Arrangements are made at this time for project outcomes.
- Integration with an English Language Arts Literature Unit - Plan an interdisciplinary unit linking English language arts and social studies. Books can be read by the student which are associated with the content and/or concepts being taught in social studies. Provisions can be made for activities before, during, and after reading the books.
- Independent and Sharing Activities - It is important that once a student has selected a book, that time be allotted for reading and sharing it with classmates. There are many follow-through activities which a child may engage in as a culmination to reading a book. It is highly beneficial to have children experience the process of talking about their book and possibly reading from it with others.
- Reading Book Aloud to Class (or Group) - Teacher may select a literary piece which ties in appropriately with a particular social studies unit. Book suggestions appear in the Resources column of the syllabus. Discussions can emerge from the story as well as a whole range of activities from role playing to story writing.
- Library Center in the Classroom - Display selected books, articles, and brochures which complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom - Invite a children's author to the classroom to share with students the research, writing, and publishing process.
- Incorporate Literature into the Reading Program - Use social studies related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources column of the syllabus suggests children's literature selections that complement the program. Teachers are encouraged to work with library media personnel to expand local collections and add to the lists of suggested books.

DEVELOPING CITIZENSHIP COMPETENCY

School and classroom climate is a part of the hidden curriculum that can support or undermine learning for effective citizenship. Both curricular content and classroom climate must work together to educate students to be participants in democratic groups. Students need to practice the skills of citizenship today, in classrooms and schools, in order for them to become contributing citizens of the community, state, and nation in the future.

The goal of educating for civic competency is one of the most important tasks of schools. Social studies education assumes a primary role in citizenship education. In attempting to define basic education in citizenship for students, The Basic Citizenship Competencies Project identified seven competencies students should be learning in order to act responsibly and protect their interests as citizens.[2]

1. ACQUIRING AND USING INFORMATION:

   Competence in acquiring and processing information about political situations.

2. ASSESSING INVOLVEMENT:

   Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

3. MAKING DECISIONS:

   Competence in making thoughtful decisions regarding group governance and problems of citizenship.

4. MAKING JUDGMENTS:

   Competence in developing and using standards such as social justice, morality, ethics, and practicality to make judgments about people, institutions, policies, and decisions.

5. COMMUNICATING:

   Competence in communicating ideas to other citizens, decision makers, leaders, and officials.

6. COOPERATING:

   Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. PROMOTING INTERESTS:

   Competence in working effectively with bureaucratically organized institutions in order to promote and protect one's interests and values.

These competencies of citizenship, like any others, are best developed through:

- application in a relevant context
- active, rather than passive, citizenship experiences
- reinforcement through practice.

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[2] Richard C. Remy. Handbook of Basic Citizenship Competencies (ASCD, 1979), pp. 3-4.

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Fortunately, the school is rich in potential as a citizenship learning environment. The formal curriculum can surely assist in building competency in the seven areas of citizenship. The K-6 syllabus has incorporated activities, skills, and content aimed at civic literacy.

However, the formal curriculum is only one dimension of education for citizenship competency. Consider citizenship as the rights, responsibilities, and tasks associated with the governance of the various groups to which a person belongs, including the family and school. Students, as citizens of the classroom and school, are practicing citizenship as they move through the halls, use school supplies and materials, and interact on the playground. The seven competencies of citizenship can indeed be developed, practiced, and reinforced, at all grade levels.

The following list offers suggestions for participatory citizenship opportunities in the classroom, school, and community, based on the seven basic competencies. The ideas illustrate how school and community action-oriented projects can stress the process dimension of citizenship.

1. ACQUIRING AND USING INFORMATION:

   - Students can work in groups to gather and organize information using at least four different sources, then compare and evaluate their data.
   - Students can go on a school information scavenger hunt to answer their own questions through observation and interview.
   - Students can invite community resource people to the classroom to answer questions related to local issues of concern.
   - Students can attend open hearings, board meetings, etc., to gather information.

2. ASSESSING INVOLVEMENT:

   - Students can identify a classroom or school problem and brainstorm many possible consequences if an action were taken. Use the "What if...?" sentence stem to suggest alternatives.
   - Students can role play relevant school problem situations then, in debriefing, consider the consequences of an individual player's actions.
   - Students can collect and discuss news articles describing how action taken by local residents affected others.
   - Students can visit a school board meeting and identify ways board members' beliefs were reflected in board action.

3. MAKING DECISIONS:

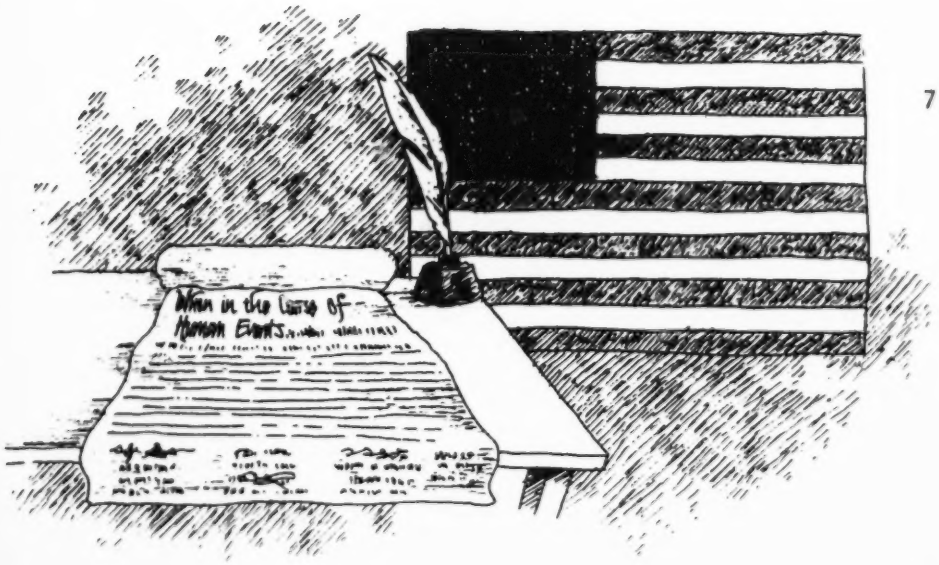
   - Given a real classroom or school problem, students could brainstorm a list of alternative solutions.
   - Students could draw or write what consequences they would personally have in a dilemma situation, then compare and discuss alternatives others listed.
   - Students might role play the main characters involved in an actual community controversy, attempting to generate alternatives in their roles.
   - Students could write letters to the local paper suggesting preferred alternatives in a local issue.

4. MAKING JUDGMENTS:

- Students might list criteria by which a school or classroom rule could be judged, then judge several rules using the criteria as a checklist.
- Students could work in small groups to generate criteria for making a decision about a classroom issue, then compare the criteria.
- Students might study a local issue, and generate criteria by which alternative solutions could be judged. They could role play a hearing, then judge the outcome and decision.

5. COMMUNICATING:

- Students could present their views informally in small groups by reacting to and discussing school and classroom issues written on situation starter index cards.
- Students might present opinions and arguments to support a position on a class rule in a class meeting.
- Students could prepare a position statement on a local issue and present it in a public meeting.
- Students might brainstorm a list of arguments to support a belief, then write individual letters to the editor based on the list.



6. COOPERATING:

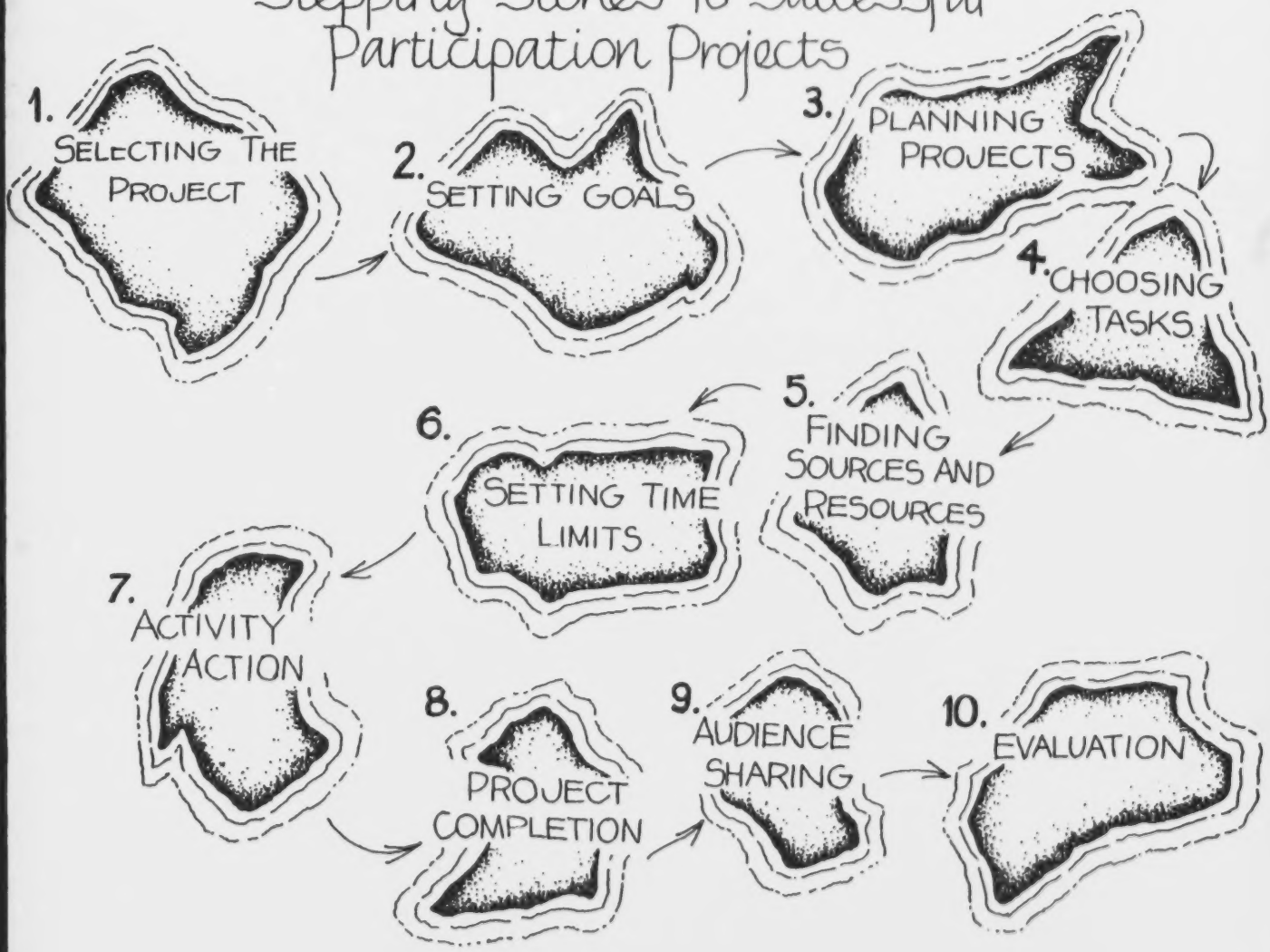
- Students might work with others in task groups to carry out a classroom responsibility.
- Students could participate in a multiage group acting as a task force to work on a school problem issue.
- Students could participate in a community project, cooperating as leaders and followers.
- Students might send representatives to serve on community groups and boards.

7. PROMOTING INTERESTS:

- Students could list ways to influence a decision on a class or school issue, then select and try an appropriate strategy.
- Students might organize a group for the purpose of promoting a change in classroom or school policy.
- Students could work with community resource people to draw up appropriate action plans for dealing with a local community issue.
- Students could participate in an interest group acting on a community issue.

In addition to these suggestions, the development of classroom Participation Projects described in this introductory material offers a wide range of opportunities for students to work with relevant content and practice the participatory competencies basic to effective citizenship.

Stepping Stones To Successful Participation Projects



DEVELOPING PARTICIPATION PROJECTS

At every grade level, teachers are encouraged to work with students to plan and organize major Participation Projects. These Projects should become a vital and integral part of the social studies program. They provide excellent opportunities for accomplishing the following objectives:

- the development of meaningful relationships in the minds of students between content study and real-life applications of learned material and skills
- the integration of content areas through an interdisciplinary approach
- the meeting of the diverse needs of all types of learners through activities that allow for contributions from all pupils
- the provision for many types of expressive outlets suitable to all talents and abilities
- the integration of skills and processes with content learning
- the integration of cognitive, creative, and affective learnings
- the emphasis on active participation as a building block of citizenship.

Because Participation Projects can extend over long periods of time and include all of the social science disciplines, it is easy to feel overwhelmed by their scope and range. However, the key to successful accomplishment of any of the Projects lies in the very title Participation Projects. The Projects are designed to be planned with students, and students are expected to carry out many of the major roles necessary for completion of the Projects as a vital part of the learning process. If the teacher's role is seen as a guide and facilitator, the task is reduced to manageable size.

The Stepping Stones guidelines offer suggestions for developing and managing Participation Projects leading to maximum learning and enjoyment for teachers and students. The chart provides an outline of the sequence of major steps in any Participation Project. This can be copied and placed on a bulletin board or placed where students can easily refer to it daily. As each step is completed, an indicator can be placed on that step, allowing pupils a visual record of what has been done and what needs to be accomplished. Simplification might need to be made to adjust for your grade level, but the basic steps remain the same throughout the development of any Participation Project. See the list of suggested, specific Participation Projects for your grade level as well as guidelines for carrying out projects.

PARTICIPATION PROJECTS STEPS: SOME GUIDELINES

Stepping Stone 1 — Selecting the Project

It is imperative to the development of citizens capable of making wise choices to be a part of the process of choosing the Project to be undertaken. Even if the teacher feels strongly in favor of certain Projects, he/she can most likely provide at least two choices. This still affords pupils the opportunity to participate in the selection process, which should include:

- suggesting alternatives
- brainstorming pros and cons
- listing and discussing pros and cons
- voting
- accepting the decision

Stepping Stone 2 — Setting Goals

Even the youngest of children should be involved in developing, setting, and working to meet goals. As with all the steps in the Participation Project process, the relationships to real life should be pointed out, discussed, and clarified. Goal setting should include:

- discussing all possibilities
- selecting and listing goals for individuals and groups
- refining the list to those goals that are relevant and possible
- planning ways to accomplish goals

Stepping Stone 3 — Planning Projects

Involving students in the planning of each part of a project helps to provide a clear mental picture of what is expected and generally results in increased cooperation and response. This step affords excellent opportunities to utilize techniques such as "webbing," brainstorming, etc., as well as allowing for differentiated instruction through plans developed by, as well as for, special needs of specific students.

Stepping Stone 4 — Choosing Tasks

Students should be encouraged to honestly assess personal and group strengths and needs, talents, and weaknesses. Through the use of "job applications," discussions of necessary skills, etc. pupils can be guided toward realistic individual and group choices of tasks for the Project. Application of this introspection to future career choices is obvious.

Stepping Stone 5 — Finding Sources and Resources

Involving students in this planning aspect not only increases their level of active participation, but provides an opportunity to expand their awareness of the variety of resources available. It is important to emphasize going beyond books to include human and multi-media sources. Equally important is a stress on reaching out into the community, affording chances to guide students in telephone and interview techniques, and in seeing practical uses for skills such as letter writing. Each of these activities stresses much needed organizational skills, which are in turn applicable to many other academic and life areas.

Stepping Stone 6 — Setting Time Limits

By postponing the setting of time limits to this stage of the Project process, students are more aware of the scope of the activity through their participation in

planning and are better able to anticipate required amounts of time necessary for completion. Realistic planning of time aids in the successful meeting of goals. By meeting the time limits of the Project, students are learning how to budget their time.

Stepping Stone 7 *Activity Action*

As good citizenship requires active participation, this step is imperative and must involve each pupil in some way. Several considerations of importance to success are:

- daily checks of each task group
- weekly evaluation sessions of group reports by the entire class stressing constructive use of criticism
- use of planning charts as visual means of planning for individuals and groups
- checklists which provide for ongoing review

Stepping Stone 8 *Project Completion*

This stage involves setting standards, listing criteria, and assessing work to date. These steps form the basis for completion of the Project.

Creative problem-solving skills, brainstorming, and encouragement of divergent thinking can be applied to settle problems and disputes which can arise at this point.

Stepping Stone 9 *Audience Sharing*

It is vital to Participation Projects, which require more time and effort than day-to-day activities, that the product be shared. Feedback is very important in helping children to realistically assess their work. Use of organized means of obtaining opinions will aid pupils in future research projects.

Stepping Stone 10 *Evaluation*

Essential to adult life is the ability to reflectively and critically evaluate one's work. Participation Projects should allow this process to develop in a nonthreatening atmosphere, free from direct or indirect punitive measures in order to lead to growth in honest and open evaluation. This process might include evaluation forms, oral feedback, and critiques from the experts. Positive aspects should be brought out and reinforced, with stress being put on evaluation in relation to previously set goals.

PARTICIPATION PROJECTS

Laws and Lawmakers in Our Local Community

Students could, as an outgrowth of studying the local political structure, interview local lawmakers about their roles. The information could become a part of a booklet on local government which would include not only the typical charts of government structure and functions, but also relevant information about real people with whom students have met and talked. The student booklet could be used in continuing education courses or as a reading book for younger students.

Who's Who in Our Community: Past/Present

Students could generate a brainstormed list of prominent local families and figures in all areas including business and finance, government, law, sports, medicine, service occupations, and industry. Interviews could provide information for a local Who's Who booklet that might be distributed to new residents. As a variation, the book could be set in the past, for example, Who's Who: 1860.

Young Citizens Concerned

Students could generate a list of problems confronting the school or local community. Selecting one or two of greatest concern, students could mount a public awareness compaign and generate alternative solutions to alleviate the problem. Political action could result, with students proposing legislation, investigating, then following appropriate political action procedures.

Service Seekers

Students could identify local service needs of the community through reading local news reports, contacting community service groups, or conducting a survey. They could use a problem-solving approach to generate a project to serve a population identified in their needs survey. One example of a service project may be to make scheduled visits to a home for the elderly to present a local news update program.

Tales Told in Our Town

Students could collect taped stories told by local residents, focusing on stories passed down in the oral tradition. To accompany the taped stories, students could write biographical booklets about the local storytellers. The collection could be duplicated for other schools and/or shared with local museums, historical societies, and libraries.

The Old Photo Album Time Line

Students could collect photographs of the local community, perhaps focusing on a specific theme such as architecture, transportation, or schools. The photographs could be dry mounted or framed and grouped by time periods. A gallery type show could be planned at a museum, school central office, or library. Resource people with information about local history could provide background to enhance the study.

Personal Time Line

Time and change can be made more relevant to students if they relate them to personal experience. A class booklet could be prepared using individual time lines developed by students. In addition to individual time lines, students might wish to include anecdotes from their past. The booklet would be interesting for parents to read and might be a starting point for a series of skits.

Research the Rules

A project based on interviews, surveys, and questionnaires related to community rules and laws could give students an understanding of the sources, reasons, and diversity of rules and laws. Student-generated questions about home, family, schools, and community rules and laws could provide a base for interviews, surveys, or questionnaires. The data collected could be charted and graphed as part of a research report and used for analytic classroom activities.

CLASSROOM CLIMATE: A TEACHER SELF-CHECKLIST

The atmosphere developed by the environment and interaction in a classroom and school is a part of the hidden curriculum. Students learn to value the contributions of others if their ideas are valued by peers and adults. They learn to make responsible decisions if they are respected as capable of making decisions. Social studies learning is both taught and caught.

A beginning, middle, and end of year self-check could help a teacher use the hidden curriculum to further social studies learning in the classroom.

The following list of ideas related to classroom climate is included to act as a self-check for teachers.

Do I provide multilevel activities and materials varying the:

- mode of presentation (visual, auditory, tactile)?
- level of cognitive complexity?
- expectations to fit the needs of students?

Do I provide students with a role model and guide by acting as a:

- facilitator, enabling students to reach from one point to another?
- helper, assisting students when it is needed?
- leader, demonstrating maturity and goal directedness?
- planner/organizer, showing students how a large project can become manageable?
- manager, making sure all the supplies and materials are available?
- counselor, showing sensitivity and supportive caring?
- learner?
- collaborator, stressing none of us is as good as all of us?

Do I encourage mutual respect and an atmosphere conducive to risk-taking by:

- respecting, recognizing, and recording strengths?
- respecting student products by displaying them for others to view?
- sharing ideas willingly with colleagues?
- recognizing errors as vital to learning?

Do I create a responsive and supportive learning environment by:

- providing space for many types of active and quiet learning experiences, rearranging the room to accommodate learning styles?
- facilitating traffic flow?
- developing room maintenance procedures with students?
- collecting and displaying materials systematically?
- adjusting physical space to meet student needs?

Do I schedule flexibly by:

- planning blocks of time during which students will be doing a variety of tasks?
- involving students in planning and scheduling when appropriate?
- planning with individual learning rates and styles in mind?

Do I encourage active participation by:

- involving students in choosing from among learning options?
- limiting choices to a reasonable number?
- providing a wide variety of motivating materials?
- providing opportunities for relevant problem-solving activities?

Do I encourage interpersonal communication through conducting:

- informal classroom conversation before, during, and after school?
- student/teacher conferences?
- small group discussion?
- classroom meetings?
- decision-making and problem-solving activities?
- role playing activities?
- outdoor activities and field trips?

Do I recognize conflict and encourage its resolution through:

- consensus?
- compromise?
- critical thinking, thinking more deeply about the whole conflict or problem?
- cooperative effort, working together in a helping relationship?
- individual and group decision making and problem solving?

Do I foster creativity through:

- allowing thinking and response time?
- providing an abundance of materials?
- encouraging divergent thinking through planned activities?
- providing creative teaching as a role model?

CLASSROOM CLIMATE IMPROVEMENT PLAN

Based on my self-evaluation I plan to:

Through the following activities:

By target date:

SYLLABUS:

GRADE FOUR

GRADE LEVEL OVERVIEW

While building on and reinforcing the child's understanding of family, school, and community, social studies in grade four focuses on political institutions and historic development beginning at the local community and comparing and contrasting to State and national levels.

The in-depth study of local government will emphasize the structure and function of the local governing body and its leaders. Studying the rights and responsibilities of citizenship will heighten the students' political awareness. Participatory citizenship experiences in a democratic school setting will help the student develop a sense of political efficacy and an understanding of leader and supporter roles. Concepts of citizenship including power, equality, justice, and liberty will be considered.

A historic study of the local community will focus on social/cultural, political, and economic community roots. The people, places, and events significant in the history of the local community will be stressed. The relationship of local issues and events to national historic events will be established by using selected parallel studies in American history.

As students focus on the political organization and history of the local community and relationship to people and events in the State and nation, a chronologic framework might be an appropriate organizer for helping students develop an overall sense of American history. Rather than encouraging memorization of dates and events, students should be guided in thinking in terms of time periods in American history characterized by similar attitudes, values, and events using examples from the local community and nation.

ORGANIZING GRID:

APPROXIMATE TIME PERIODS	LOCAL FOCUS	STATE FOCUS	NATIONAL FOCUS
Prehistoric Time to 16th Century	Who were the first inhabitants of our area?	The aborigines of the New York area	the first Americans
16th-18th Century	What was our (town, village, city, county) like in colonial times?	Nieuw Nederlandt became New York	the colonizing of America
18th-19th Century	How did our (town, village, city, county) fit into the new nation?	Reluctant State to Empire State	national growing pains
19th-20th Century	How did industrial growth and political and social change affect our (town, village, city, county)?	The Market Place and the Polling Place — factories and club-rooms	into the second century
20th Century	How has the growth and expansion of cities influenced our (town, village, city, county)?	Urbanization and stress in the Empire State	boom, bust, war, and migration
20th Century-Present	How has our (town, village, city, county) reflected national and State changes? What is different? What has remained the same?	The Empire State survives social, economic, and demographic changes	an age of anxiety
Present-Future	How can citizens influence our (town, village, city, county) government?	The Empire State — the political and governmental factors	national government — the glory and the burden

Perspective	K-6 Program Generalizations	Grade 3 Understandings
Social	Individuals and groups have social/cultural needs and wants. Families represent the basic unit of society. Individuals and groups fulfill different roles in society. Groups interact in many ways in a society. Various groups and institutions transmit societal values. Present and future social/cultural decision making increasingly involves consideration of global interdependence.	Every member of any community is a unique individual. Families exist in all communities though they may differ in type and organization. The things a person learns as a member of a society make up a person's culture. People of similar cultural groups often live together in a community. Communities in any nation have social/cultural similarities and differences due to many factors.
Political	Rules and laws are made to protect people and keep order. Government(s) (groups or individuals which have authority) are responsible for making, enforcing, and interpreting laws. Under a democratic way of life, people are citizens of, and participators in, various levels and kinds of governance. In a democracy people are guaranteed certain rights in exchange for responsibilities of citizenship. Present and future political decision making increasingly involves consideration of global interdependence.	In schools, students have rights, rules, and responsibilities. People in all communities develop rules and laws to govern and protect community members. People in communities can plan, organize, and make decisions for the common good. Community members may disagree about issues involving the common good. Citizenship includes an awareness of the symbols of our nation. Citizenship includes an awareness of the patriotic celebrations of our nation.

Grade 4 Understandings	Grade 5 Understandings
Families in the local community change over time. Places in your community change. Ways of learning in your local community have changed over time and have varied from place to place in our country. A community has a unique social/cultural makeup and heritage. The United States has a cultural history. A community's past and present history is filled with contributors, male and female of varied cultural and socio-economic backgrounds, who have influenced the community by their gifts and examples. People of a local community tend to be influenced by and benefit from other cultures by their gifts and examples.	Family structure varies from place to place and over time. Families serve as transmitters of culture to the young. The artistic and recreational activities of people are a reflection of their values and beliefs. Through migration and immigration, people of different cultural backgrounds influence one another. Social and political systems are based on people's beliefs.
Young people learn to support political systems through the celebration of patriotic holidays, their factual base and significance. Citizens contribute to and participate in political action at the local, State, and national level. Citizens are responsible for participating in meeting the problems of the present and future in a global world. In the United States, our political system is generally described as a representative democracy. All levels of the United States government have officials. United States governments at all levels have structures to allow them to fulfill the functions of making, enforcing, and interpreting laws. People living in a modern United States society need laws. Governments organize to provide functions people cannot provide as individuals. Governments in the past and present have served in planning functions. In the future, governments and/or citizen groups may plan and coordinate growth. In the past and present, people in a local community share(d) common problems. A local community has a political history. The United States has a political history. A democratic system such as that of the United States allows citizens to influence the rate and type of change. In a democratic community, citizens plan and direct change through political participation.	Governmental structures vary from place to place. Government policies change in response to the needs of people. People in democratic nations share some beliefs that govern their rules, laws, and governmental structure. Legal, political, and historic documents support the beliefs held important by people in a country. There are critical decisions facing all governments as members of a global world. Citizenship includes an awareness of the patriotic celebrations of our nation.

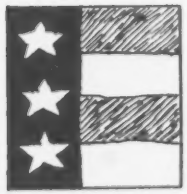
Perspective	K-6 Program Generalizations	Grade 3 Understandings
Economic	All people have basic economic needs and wants. People are consumers and producers of goods and services. People use human, capital, and natural resources to provide goods and services. People make decisions about the allocation of resources based on their values and goals. Production and distribution of goods and services are determined by mixed, command, or traditional economic systems. Present and future economic decision making increasingly involves consideration of global interdependence.	Families in all communities around the world have needs and wants. Family interdependence is necessary to meet the needs and wants of family members. People must make economic choices due to unlimited wants and needs and limited resources. People in all communities are producers and consumers of goods and services. People's needs, wants, and ways of meeting them are influenced by many factors.
Geographic	Maps and globes help people to define areas and regions. Physical features, weather, and climate influence the way of life in an area or region. People influence the environment. Geography acts to unify or divide people in an area or region. Present and future decision making about geographic issues increasingly involves consideration of global interdependence.	Places can be shown on maps. Places can be shown on a globe. Communities around the world differ from one another in physical features. Lifestyle in a community is influenced by environmental and geographic factors. The development of a community is influenced by environmental and geographic factors. People adapt to and/or change their environment.
Historic	Nations, people, and things are rooted in the past. Change is constant. The transmission of culture is an important human need. The history of people, nations, places, and events is interdependent.	Communities change over time. Communities of the future will be different in many ways.

Grade 4 Understandings	Grade 5 Understandings
A local community has an economic history. Economic events in the future of the United States and world will affect your local community. Economic events in the history of a local community are interrelated. Economic events in the history of the United States are interrelated.	The fundamental economic problem for individuals and groups is scarcity. Individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources. Availability of resources is important to a nation's economic growth. Nations depend on one another for resources and products they need. Production, distribution, exchange, and consumption of goods and services are economic decisions with which nations must deal. The levels of development and the standards of living of people vary widely. Science and technology have influenced the standards of living of people. Nations form organizations and make agreements to promote development and growth.
A local community has a geographic history. The United States has a geographic history which can be correlated to the geographic history of the local community. Communities and nations have boundaries and can be located on maps and globes.	Climatic patterns are influenced by the interaction of various geographic factors. People are affected by their physical environments as they attempt to fulfill basic needs. The physical environment is affected by people as they interact with it. The effect of geography has been moderated by humans through the use of technology.
History is subject to individual interpretation.	Individuals have historic roots which contribute to the diversity of culture in countries of the Western Hemisphere. Nations of the Western Hemisphere have unique histories. The story of early Canada is one of a long and hard struggle to achieve unity.

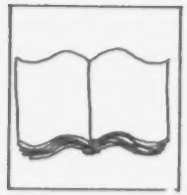
SYLLABUS SYMBOL KEY

Symbols used in the syllabus portion of the social studies program are intended to encourage inter-disciplinary planning and a holistic view of classroom instruction. The key to the symbols which appear in the syllabus is as follows:

TEACHER NOTE



CITIZENSHIP



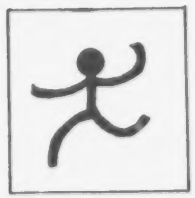
READING

COMPOSITION

ORAL LANGUAGE

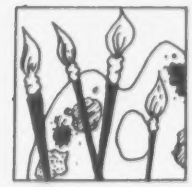
MATHEMATICS

SCIENCE



PHYSICAL EDUCATION

MUSIC



THE ARTS

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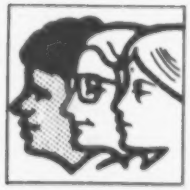


MULTICULTURAL AWARENESS

ENVIRONMENT/ CONSERVATION

SECOND LANGUAGE/ BILINGUAL

LIBRARY/ LITERATURE

DRAMA

HUMAN RIGHTS

HANDICAPPED AWARENESS

GLOBAL PERSPECTIVE

FUTURE STUDIES

LAW-RELATED

EXPLANATION OF FORMAT

CONCEPT	CONTENT UNDERSTANDING	POSSIBLE ACTIVITIES
The concept goals for the K-6 social studies program are: • change • citizenship • culture • empathy • environment • identity • interdependence • nation-state • scarcity • technology Concepts are developed as students deal with examples through content specifics.	Content understandings form the knowledge goals for the K-6 program. The content at each grade level is organized around five perspectives: • social • political • economic • geographic • historic The content understandings in this section provide a guide for selecting specific factual content from available texts and other resources.	There are many ways to develop a concept through social studies content. This column contains possible activities and suggestions for the teacher. These activities can enhance and complement the use of a variety of resources as well as provide for a variety of student learning rates and styles.
In this column, the concept is listed with an explanation connecting it to the content understanding listed in the column to the right.	Teachers are encouraged to select specific content relevant to students to develop the content understandings. The examples listed are suggestions. Note that the empty dots appear in the syllabus as a reminder to encourage teachers to select and insert content relevant to local needs.	Teachers are encouraged to amend or add activities to develop the concept and content at the left linking these to the skills at the right.

NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ ACROSS SIX COLUMNS.

EXPLANATION OF FORMAT

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Skill development is an integral part of the K-6 program. This column will suggest skills related to the activities at the left. The skills are grouped into categories of skills of: • Gathering Information • Using Information • Presenting Information • Participating in Interpersonal and Group Relations • Self-Management Note the skills framework may facilitate interdisciplinary planning.	This column contains suggestions to aid the teacher in developing evaluation strategies which measure student progress in reaching knowledge and skill goals. Note that assessment of knowledge and skill outcomes is encouraged.	This column contains resources to assist the teacher in developing concepts, content, and skills. Suggested children's books, audio visual resources, teacher references, and Participation Projects are included.
Teachers are encouraged to focus on skill development as a planned part of each lesson and activity, choosing skills appropriate to the needs of students and the goals of the activity.	Teachers are encouraged to select and devise evaluation strategies to match specific content and skill objectives.	Teachers are encouraged to select and add resources to this column and others on the page.

GRADE LEVEL SYLLABUS: FOUR

CONCEPTS	INTRODUCTORY CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • attitudes • values • ideals • influences	History is subject to individual interpretation. • History is gathered from primary sources. • Primary source information is reported by individuals. • Individuals interpret materials based on their knowledge, skill, educational training, biases, and values. • As history is retold it changes. TN The world of work of social scientists provides a career awareness linked to this content understanding. • Different individuals may have different perspectives of historic events.	Students could be asked to write about a school event (assembly, recess period, etc.) after they have participated in it. They could compare reports and discuss reasons for differences. Art prints can be used as a source of information about the past. Consult your art specialist or local historical society. Consider using murals in local government buildings. TN Many suggestions in the grade four program could be handled through field trips. Where this is impossible consider: • slides and audio tapes of local sites and features • videotapes of visiting community resource people. Throughout the year, present diverse points of view based on cultural heritage and perspectives. Guide students to compare, contrast, and analyze.

NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ ACROSS SIX COLUMNS.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • recognizing relevant information • locating main ideas and supportive elements • organizing collected information Using Information • checking on completeness of data • drawing conclusions Self-Management • developing constructive attitudes toward ambiguity	Knowledge • Can the student recognize that an event in history is subject to individual interpretation? Skill • Can the student organize information? • Can the student check on completeness of data and evaluate data? • Can the student show a growing capacity to tolerate ambiguity?	BOOKS Cooper, Kay. Who Put the Cannon in the Courthouse Square? Walker, 1984. Weitzman, David. My Backyard History Book. Little, Brown and Company, 1975. AUDIOVISUALS American Tables. Educational Enrichment Materials. Six filmstrips and cassettes. Real-life American Legends. Educational Enrichment Materials. Six filmstrips/cassettes. TEACHER REFERENCE New York State Education Department. Families, Ways, Places. University of the State of New York, 1979. Roe, Kathleen and Corsaro, James. Local History in the Classroom: A Teacher's Guide to Historical Materials and Their Classroom Use. Russell Sage College, 1983. The Yorker. Resources for Community Studies. N.Y. Historical Assoc., 1975. PARTICIPATION PROJECT (See Teacher Notebook) "Tales Told in Our Town"

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • universal • continuous • influenced by many factors	Families in the local community change over time. • roles • rules • members, relationships • homes • ways of living • customs • language	Students could design and distribute a questionnaire to assess in what ways families change over time. Survey questions could be developed, tested, and refined by students themselves. Data analysis uses math skills. Consider computer use. Students could use oral history data gathering techniques to compile case studies of local families and how they have changed over time. Visual and performing arts presentations could be employed to interpret and share information. Case studies of local families could be shared with others through: • bound books in the school or local library • videotape presentations • student-written local newspaper articles. house casa maison haus Students might investigate the languages spoken in the local community in addition to English and trace the roots of those languages.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • using a survey as a source of information • differentiating between relevant and irrelevant information • understanding the purposes for which information is to be used Using Information • drawing inferences from data • identifying relationships • checking on hypotheses using mathematical devices to analyze data Self-Management • developing constructive attitudes toward diversity • developing constructive attitudes toward change	Knowledge • Can the student recognize ways families in the local community change? Skill • Can the student use a survey to gather data, drawing inferences from the data? • Can the student accept diversity and change as inevitable and natural?	BOOKS Ancona, George, Growing Older. E. P. Dutton, 1976. Baldwin, Anne. A Little Time. Viking Press, 1978. Brady, Esther Wood. The Toad on Capitol Hill. Crown Publishers, 1978. Burch, Robert. Two That Were Tough. Viking Press, 1976. Sendak, Philip. In Grandpa's House. Harper, 1986. Sobol, Harriet. Grandpa: A Young Man Grown Old. Coward, 1980. TEACHER REFERENCES Neuenschwander, John A. Oral History as a Teaching Approach. Washington, DC: National Education Association, 1976. Vento, Carla J. Of Time and Value. Buffalo, NY: D.O.K. Publishers, 1980. PARTICIPATION PROJECTS (See Teacher Notebook) "Who's Who in Our Community: Past/ Present" "Personal Time Line"

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • universal • growth • decline • assimilation • accommodation	Places in your community change. Schools change. • population - number of students can be charted to examine change • use of space - classrooms - special facilities - times in use • staff/faculty • curriculum and instructional materials • building itself/size, condition • funding/sources, amounts, restrictions, regulations • leaders in the school and school community • special services • •	Students could conduct interviews with former and present school personnel. Students could chart, diagram, and/or display data using it as a resource for analysis. Charts and graphs can reinforce math skills in a relevant context. Students might collect old school floor plans, pictures, yearbooks, and newspapers to use in reporting on changes in their schools. These items could be used to develop a school time line. Students could investigate the changes in the community to accommodate such things as automobiles, bicycles, fast-food establishments, and handicapped-access facilities.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • using primary and secondary sources Using Information • classifying relevant information • identifying differences and similarities in data Presenting Information • constructing charts, graphs, and tables to communicate ideas Self-Management • developing constructive attitudes toward change	Knowledge • Can the student identify specific ways that a school changes? Skill • Can the student use primary and secondary sources to gather data? • Can the student evidence growing capacity to recognize the ramifications of change? 	BOOKS Bailey, Bernadine. Picture Book of New York. Albert Whitman & Company, 1968. Costabel, Eva. A New England Village. Atheneum, 1983. Fisher, Leonard. Schoolmasters. Godine, 1986. _____. The Schools. Holiday House, 1983. Kalman, Bobbie. Early Schools. Crabtree Publishing Co., 1981. Loeper, John. Going to School in 1876. Atheneum, 1984. _____. Going to School in 1776. Atheneum, 1973. Munro, Roxie. The Inside-Outside Book of New York City. Dodd, 1985. Peck, Robert Newton. Mr. Little. Doubleday & Co., Inc., 1973. Sloane, Eric. The Little Red Schoolhouse. Doubleday & Co., Inc., 1973. PARTICIPATION PROJECT "The Old Photo Album Time Line"

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • institution (education) • preserved • transmitted • learned	Ways of learning in your local community have changed over time and have varied from place to place in our country. • colonial times • pre-industrial America • American frontier • industrial America • rural, urban, or suburban America • • TN Local museums or historical groups may be able to simulate classrooms in the past, working with students and objects from their collections.	Student groups might gather information about schooling and socialization practices in different time periods. Students might classify their information in terms of how students learned, what they learned, and the institutions or agencies responsible for teaching American youth. They could use their charts to develop investigative, informative writing. A study of old textbooks and children's stories might be an interesting way to link literature and social studies. As the world becomes increasingly globally interdependent there is a need to learn more about others. Students could brainstorm global goals such as "Enough food for all." Then for each goal, brainstorm things we might need to learn to achieve that goal.

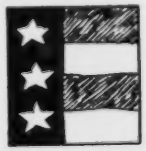
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating information from a variety of printed sources • identifying information pertaining to a topic and relevant subquestion Using Information • creating broad statements encompassing research Presenting Information • using an acceptable format • participating in group relations • being a responsible group member Self-Management • developing constructive attitudes toward change • developing constructive attitudes toward diversity	Knowledge • Can the student identify specific ways of learning that have changed over time? Skill • Can the student research a topic in order to summarize main findings in written form? • Can the student participate in group planning? • Can the student show a growing capacity to promote desirable change and accept diversity as inevitable and natural?	BOOKS Anderson, Joan. Pioneer Children of Appalachia. Clarion Books, 1986. Burch, Robert. Hut School and the Wartime Home - Front Heroes. Viking Press, 1974. Choice Pages From Early American School Books. Americana Review, 10 Socha Lane, Scotia, NY 12302. D'Amato, Janet. More Colonial Crafts for You to Make. Messner, 1977. Gemming, Elizabeth. Huckleberry Hill. Thomas Y. Crowell Company, 1968. Insights About America. Opportunities for Learning, Inc. (TR) Lenski, Lois. Prairie School. Lippincott, 1951. Pictures and Stories From Forgotten Children's Books. Dover Press, 180 Varick Street, New York, NY 10014. Tunis, Edwin. The Young United States, 1785 to 1830. Thomas Y. Crowell Company, 1976. AUDIOVISUALS Growing Up in America. Society for Visual Education. Filmstrips, cassettes, activity masters.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • diversity Empathy • awareness • cultural understanding • trust/confidence • appreciation	A community has a unique social/ cultural makeup and heritage. • There is diversity within most communities in areas such as: - family types - religion - ethnic heritage - language - age, race, sex - socio-economic levels • Communities share some common traditions - food - celebrations - recreation/leisure pursuits • Some customs change, others remain the same.	Student groups might identify the different ethnic and cultural groups which live in their neighborhood, community, or city. Students can trace the historical development of various groups using primary source research, oral history techniques, and role play. Students might construct local community maps which show where groups of people have settled. They might use time lines to trace settlement. Students might display these maps and time lines on local libraries. schools, or civic centers. Murals could be prepared illustrating the researched info-information. It is important for all students to learn about diverse cultural groups, even in homogeneous communities. Consider guest speakers, exchange students, pen pals, audio visual resources, and study prints to assist students in developing awareness of and appreciation for diversity.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating information using a variety of print and nonprint sources **Using Information** • categorizing and classifying data • placing ideas in chronological order • generalizing from data **Presenting Information** • using media to communicate ideas preparing appropriate commentary **Self-Management** • developing constructive attitudes toward diversity • increasing the ability to empathize	Knowledge • Can the student cite examples of the diversity within a community? • Can the student identify common traditions in a community? Skill • Can the student locate relevant data, categorize the data, and present the data in display form? • Can the student evidence a growing capacity to describe the thoughts and feelings of others?	BOOKS Blue Rose. I Am Here, Yo Estoy Aqui. Franklin Watts, 1971. Bruchac, Joseph. Stone Giants and Flying Heads; Adventure Stories of the Iroquois. Crossing Press, 1979. Fiarotta, Phyllis and Noel. The You and Me Heritage Tree: Ethnic Crafts for Children. Workman Publishing Company, 1976. San Souci, Robert, reteller. The Legend of Sleepy Hollow. TEACHER REFERENCES Knapp, Mary and Herbert. One Potato, Two Potato: The Folklore of American Children. W. W. Norton & Co., 1976. Wigginton, Eliot. Foxfire series. Anchor Books. Exploring New York's Past. New York State Office of Parks and Recreation. AUDIOVISUALS Keeper of the Western Door. Bureau of Educational Communication. State Education Department. Videotapes which describe the history and life of the Seneca nation.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • universal • shared • diffused • diverse	The United States has a cultural history. Contributions to the cultural heritage of the United States come from many • groups of people and outstanding individuals • time periods such as the - colonial period - age of homespun - industrial period - age of technology • regions of the world such as - Europe - Africa - Asia - Latin America - Canada •	Teachers could use the resources of local cultural institutions to help students explore and participate in the arts and crafts festivals, customs, and holidays that are a part of our cultural heritage. Diversity of cultural response to common stimuli should be stressed. While culture is a universal, specific cultural expression may be unique and varied. To develop a sense of time and chronology, parallel time lines, one of the local community and one of the nation, could be used throughout the year. Students could explore U.S. immigration, for example, using the time line, linking events to periods of local growth. Gallery showings and/or musical presentations could be developed based on the artistic and musical traditions of world regions which have contributed to our cultural heritage.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • gathering information from museums and other local cultural institutions **Using Information** • categorizing information • choosing relevant information **Presenting Information** • using a variety of media to communicate information **Participating in Interpersonal and Group Relations** **Self-Management** • decreasing ethnocentric perceptions	Knowledge • Can the student recognize specific contributions of groups of people to the United States culture? Skill • Can the student gather and organize information using a variety of media? • Can the student show a growing ability to act in response to the interests of other groups as well as his/her own?	BOOKS Ashabranner, Brent. The New Americans. Dodd, Mead and Co., 1983. Caney, Steven. Steven Caney's Kids' America. Workman Publishing Company, 1978. Hamilton, Virginia. The People Could Fly: American Black Folk Tales. Knopf, 1985. Hoople, C. G. The Heritage Sampler: A Book of Colonial Arts and Crafts. Dial Press, 1975. PERIODICAL Cobblestone Magazine AUDIOVISUALS Life in Colonial America. National Geographic Society, 1979. Two filmstrips/cassettes. Pioneer Community. Coronet. Six filmstrips/cassettes. TEACHER REFERENCE King, Edith W. Teaching Ethnic Awareness. Goodyear, 1980.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • shared • preserved • diffused • learned • multidimensional • expanding	A community's past and present history is filled with contributors, male and female of varied cultural and socio-economic backgrounds, who have influenced the community by their gifts and examples. • social/cultural • political • economic People of a local community tend to be influenced by and benefit from other cultures by their gifts and examples • of creative products in art, music, literature, and dance • of ideas • of tradition, customs TN Our nation's history is rich in contributions made by men and women of varied cultural and socio-economic backgrounds. In selecting contributors, consider relevance to the local area and student population.	Students could generate and group questions to form outlines for the study of background and contributions of local contributors. The outlines could form a base for resource packets to be used by other students. Students could discuss the benefits to their community resulting from the pursuits of the contributors studied. Students could list events on a local time line. Student could invite a local contributor to the class to discuss preplanned questions, share their talents and abilities, or demonstrate special traditions. Art, music, and physical education teachers could suggest and use representative examples with students. Students could select and read biographic accounts of American contributors throughout history. They could use the outline developed above to explore their contributions. The study could culminate with a discussion and listing of traits of leaders. 

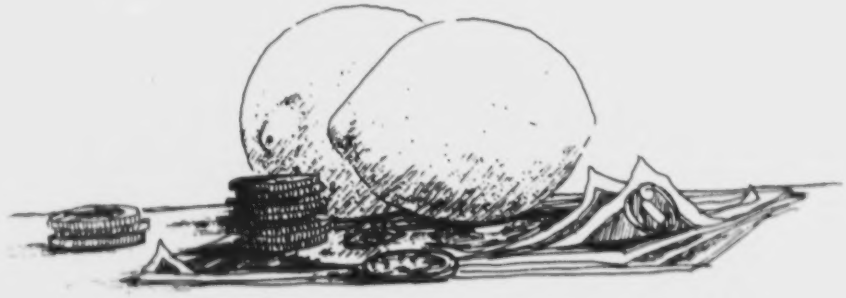
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating information from a variety of print and nonprint sources • identifying types of information needed • organizing data Using Information • classifying data selecting appropriate headings • distinguishing between facts and opinions Presenting Information • writing effectively following a given format • communicating written information coherently Self-Management • decreasing stereotypic perceptions • increasing the ability to empathize	Knowledge • Can the student cite specific contributions of members of the local community? • Can the student cite benefits of contributions to the community? Skills • Can the student research and outline information? • Can the student write effectively? • Can the student evidence a capacity to describe the thoughts and feelings of others?	BOOKS Faber, Doris. The Perfect Life; the Shakers in America. Farrar, Straus, & Giroux, Inc., 1974. Fritz, Jean. Coward, McCann and Geoghegan, Inc.: • Washington's Breakfast, 1969 • What's the Big Idea, Ben Franklin?, 1976. • Where Was Patrick Henry on the 29th of May?, 1975. • Will You Sign Here John Hancock?, 1976. McGovern, Ann. The Secret Soldier, the Story of Deborah Sampson. Four Winds, 1975. AUDIOVISUALS Early Colonial Stories. Educational Enrichment Materials. Four filmstrips/cassettes. Famous American Frontiersman. Society for Visual Education. Five filmstrips/cassettes. TEACHER REFERENCE Ashabranner, Brent. To Live in Two Worlds. Dodd, Mead & Co., 1984

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • environment • needs • wants • values • influence Interdependence • global • trade • goods • services	A local community has an economic history. • People in a community have needs and wants, some of which change over time. • Through the years people in the community have organized to try to meet needs and wants by providing goods and services through - stores and shops - private companies and corporations, banks - working together to obtain local public benefits (fire, utility, police, education, social services) - planning and decision making regarding resources, capital, and labor. • Today many companies and corporations and organizations in a local community have links around the world. Economic events in the future of the United States and world will affect your local community. • energy scarcity • environmental concerns • population/demographic issues	Students could take part in a simulation of a local economic community by setting up stores, businesses, and banks in a mini-economic system. Students could do a small group investigation of a variety of economic enterprises in the community, comparing and contrasting in areas such as problems, promises, personnel, etc. Students could write a story about the community in the future. They could begin by brainstorming topics and planning sections to be developed. As a prewriting activity, students could develop a chart of probable, possible, and preferable futures for the community. Environmental studies can be interdisciplinary. One approach is to use a futures, problem-solving approach; another is posing alternate scenarios for students to evaluate.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources Using Information • generalizing from data • applying previously learned concepts to new situations Presenting Information • writing effectively • participating in groups • assuming responsibility for carrying out tasks • developing decision-making skills	Knowledge • Can the student cite aspects of the economic history of the community? Skill • Can students broaden their understanding by participating in groups and in decision making? • Can students demonstrate effective involvement in social interaction and assume responsibility for group tasks?	BOOKS Bodecker, N. M. The Mushroom Center Disaster. Atheneum Publishers, 1974. Kalman, Bobbie. Crabtree, 1981. • Early Travel • Early Stores and Markets Lasky, Kathryn. Sugaring Time. Macmillan, 1983. Merrill, Jean. The Toothpaste Millionaire. Houghton Mifflin Company, 1972. Sloane, Eric. A Museum of Early American Tools. Ballantine Books, 1973. Tunis, Edwin. Colonial Craftsmen: The Beginnings of American Industry. Thomas Y. Crowell Company, 1976. Zappler, George. The Changing Scene: An Ecology Story. Doubleday & Co., Inc., 1975. AUDIOVISUALS Energy and Everyday Life. National Geographic Society. Three filmstrips/cassettes. Industrializing Our Nation. Society for Visual Education. Four filmstrips/cassettes.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • needs • wants • coordination • management • specialization	Economic events in the history of a local community are interrelated. • Economic events in local history have complex and varied causes. -- for example, a local issue like a school closing, park expansion, or a local rezoning question • While stages of economic growth are unique, they are outgrowths of previous stages. - for example, mechanization of farming has led to specialty farming in New York State In an increasingly interdependent world, economic events will have global impact. Areas to explore include: products, multi-national corporations, and banking systems. Economic events in the history of the United States are interrelated.	Given an example of an event in local history (like a school closing), student will be able to chart the effects of that event on various aspects of the local community. Students might select a past community event and have each student interview residents to determine their perceptions of what occurred. Students might compare their results through videotapes of the interviews. Students could explore the connections to the world in their local community by making charts of product and company links to other nations. The activity could be linked to world geography review and discussion of relevant news events. Consult with your school librarian for books and other materials which describe different economic events in American history and how they influenced people's lives. For example, the Great Depression and World War II and how they affected life in the United States.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying varying viewpoints and interpretations Using Information • developing a chart to gather, categorize, and clarify data • placing ideas in order, chronological sequence • drawing inferences from data • applying previously learned concepts Presenting Information • spending time in planning Participating in Interpersonal and Group Relations • being attentive to situational causes • initiating ideas • giving constructive criticism Self-Management • developing constructive attitudes toward change	Knowledge • Can the student recognize that events in the economic history of a local community are interrelated? • Can the student recognize that events in the economic history of the United States are interrelated? Skills • Can the student categorize data and then construct a chart to clarify data? • Can the student demonstrate a growing capacity to promote desirable change?	BOOKS Armstrong, Louise. How to Turn Up Into Down, Down Into Up. Harcourt Brace Jovanovich, 1978. Byars, Betsy. After the Goat Man. Viking Press, 1974. Selden, George. Oscar Lobster's Fair Exchange. Avon Books, 1966. TEACHER REFERENCE Kourilsky, Marilyn, Chairperson. Strategies for Teaching Economics, Intermediate Level (Grades 4-6). Joint Council on Economic Education, 1978.

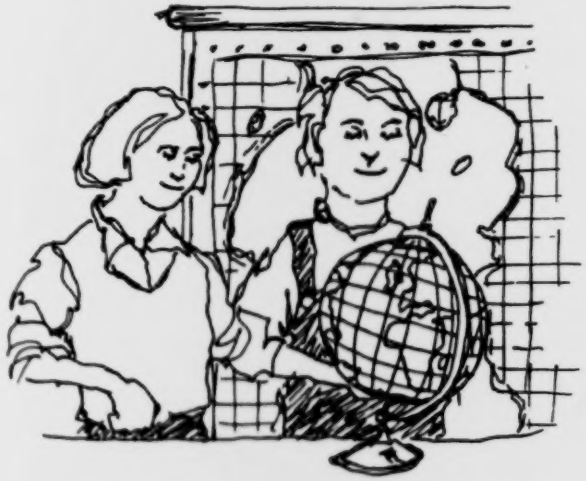


CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • space • place • boundaries Change • growth • decline • continuous Environment • change • growth • density • dispersion • movement • influence of/on	A local community has a geographic history. • boundaries • land use • population • transportation networks • • The United States has a geographic history which can be correlated to the geographic history of the local community. • Native American groups inhabited much of North and South America when European settlers arrived. • The population expanded from the Atlantic to Pacific Ocean. • Immigrant populations settled. • Rural, urban, and suburban areas developed.	Students could explore maps of their community past and present. Students could take photos of present sites and compare these to old photos of the same site, dating them on the local time line. Students could examine old deeds, real estate ads, diaries, etc., if available. Students could hypothesize reasons for changes in community boundaries and investigate to determine validity. Students could make a table map using objects to represent settlement of the United States and show movement west. Students could work in groups to make dioramas or models depicting their community at different time periods in U.S. history. Students could use the time line of events in the local community and the time lines of events in United States history to develop statements about parallels in historic development. Children's literature can help students gain a sense of American history. Consult your school librarian for additional selections.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating information using a variety of print and nonprint sources including maps • using reference words including primary and secondary sources Using Information • identifying differences and similarities in data • evaluating data • drawing conclusions from data Presenting Information • using media to communicate information Self-Management • developing constructive attitudes toward change	Knowledge • Can the student identify information regarding the geographic history of the local community and the United States? Skills • Can the student compare data noting similarities and differences? • Can the student evaluate data and draw conclusions? • Can the student show increasing ability to perceive change as inevitable and natural?	BOOKS George, Jean. My Side of the Mountain. E. P. Dutton & Co., 1959. Speir, Peter. Erie Canal. Doubleday & Co., Inc., 1970. Wilder, Laura Ingalls. Little House on the Prairie. Harper & Row Publishers, 1935. AUDIOVISUALS Our Nation's Story: A History of the United States. Society for Visual Education. Filmstrip series, cassettes, skill sheets.

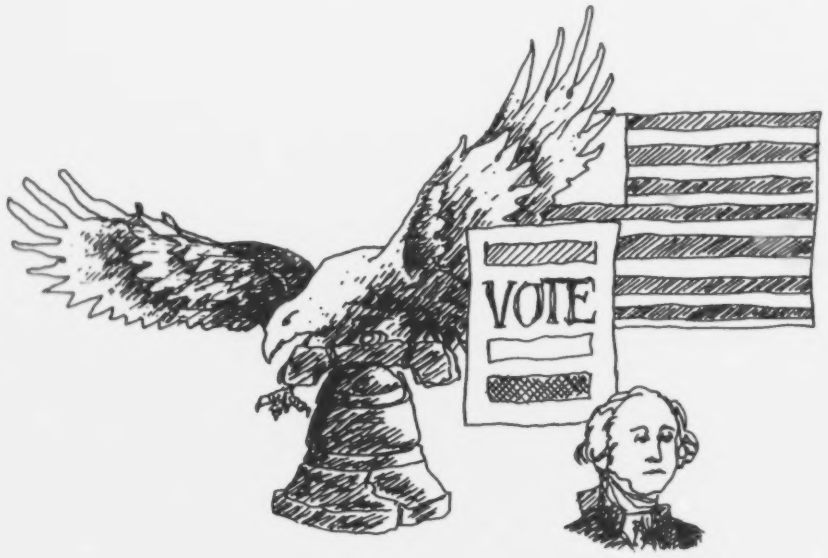
CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • place • boundaries • limits	Communities and nations have boundaries and can be located on maps and globes using • scales • symbols • latitude • longitude • direction • •	Using a variety of political maps, students might use symbols, and/or latitude and longitude, and/or direction, and/or scale to locate their own community, State, nation, and neighboring countries. Fourth grade mathematics goals include rounding numbers, working with estimation, and place value to millions. These could be taught and/or reinforced using map activities.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating a place on a map or globe by using directional cues Using Information • using a map to categorize data by recognizing information that is relevant from information that is irrelevant	Knowledge • Can the student identify the boundaries of the community, State, and nation? Skill • Can the student locate nations and communities by using scale, latitude and longitude, or direction? • •	BOOKS Pizer, Vernon. Ink, Art, and All That, How American Places Got Their Names. G. P. Putnam's Sons, 1976. AUDIOVISUALS Discovering Our Land: the Geography of North America. Walt Disney Educational Media. Multimedia. Exploring Your World Geography Games. Milton Bradley Co. Four-game kit.



CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • roles • responsibilities/rights	Young people learn to support political systems through the celebration of patriotic holidays, their factual base and significance. • Lincoln's Birthday • Washington's Birthday • Independence Day • Labor Day • Columbus Day • Martin Luther King Day • Election Day • Flag Day • Memorial Day • Conservation Day • Others TN The holidays specified above are established by law for State or national observance.	Student groups might research the origins and purpose of specific legal holidays. Their reports might include the historical background to various State and federal holidays. Students could investigate local ordinances and laws that would influence the celebration of holidays. They could explore how to locate such information if one wished to plan a parade, block party, motorcade, or erect a statue, monument, or marker. Some students may choose to plan an event celebrating a holiday. Biographical studies of famous people can be done in association with the holidays. The teacher should consider racial, sexual, and ethnic balance when selecting biographies for study.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating information in print and nonprint sources using library resources • organizing collected information **Presenting Information** • writing in an expository way by communicating ideas coherently • forming generalizations based on appropriate data	Knowledge • Can the student give specific background information related to the origins and significance of the celebration of legal and patriotic holidays? Skill • Can the student gather and present information either orally or in written form?	BOOKS Borreson, Mary Jo. Let's Go to Independence Day. G. P. Putnam's Sons, 1962. Dalglisch, Alice. The Fourth of July Story. Charles Scribner's Sons, 1956. Giblin, James Cress. Fireworks Picnics, and Flags: The Story of the 4th of July Symbols. Clarion, 1983. Les Tina, D. Flag Day. Thomas Y. Crowell Company, 1965. McKissack, Patricia. Martin Luther King, Jr.: A Man to Remember. Children's Press, 1984. Phelan, M. K. Election Day. Thomas Y. Crowell Company, 1967. Quackenbush, Robert. Pop! Goes the Weasel and Yankee Doodle. Lippincott, 1976. Sechrist, E. H. Red Letter Days. Macrae Smith, 1965. AUDIOVISUALS Symbols of Democracy. Society for Visual Education. Four filmstrips/ cassettes.



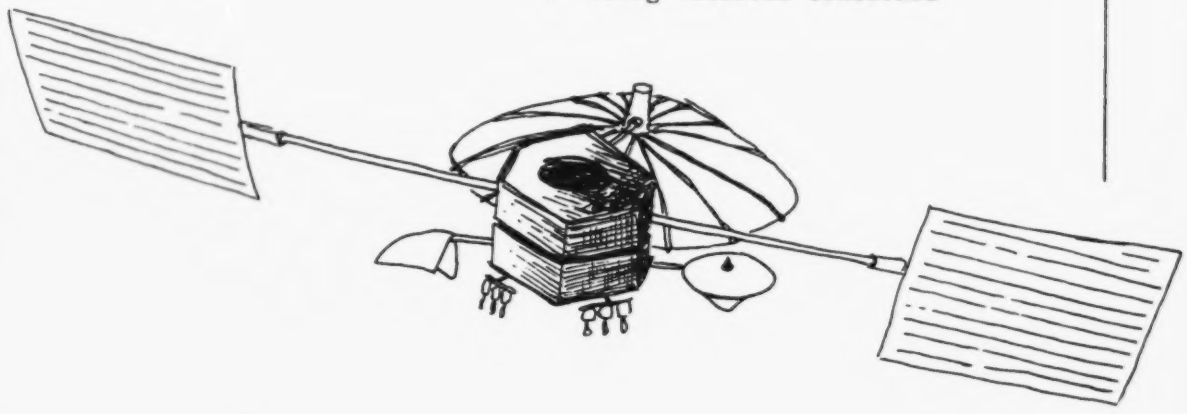
A Study in Local Government: Citizenship

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • participation • political action • representation	Citizens contribute to and participate in political action at the local, State, and national level through • membership and active roles in political parties • civic groups such as the League of Women Voters • community action such as a park revitalization campaign • individual citizenship by becoming informed, voting, following rules and laws, etc. • •	Students can interview or survey school and community adults to explore how and to what degree adults participate in political action. They could compile a report for the local news highlighting a citizen who makes outstanding contributions. Collecting and compiling survey results would provide an opportunity to work with frequency tables, graphs, charts, and averages (arithmetic means) which are fourth grade mathematics topics.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • gathering data from primary sources in surveys and interviews • identifying relevant information • recognizing advantages and limitations of various sources **Presenting Information** • writing in an expository way in news article format • forming generalizations through the use of relevant factual information • supporting generalizations through the use of relevant factual information	Knowledge • Can the student specify several ways in which citizens participate actively in the class? school? community? Skill • Can the student generalize on the basis of data gathered from a primary source, e.g., interview/ survey?	BOOKS Fritz, Jean. Shh! We're Writing the Constitution. Putnam, 1987. Hicks, Clifford B. Alvin Fernald, Mayor For a Day. Holt, Rinehart & Winston, Inc., 1970. Jacogs, William Jay. Mother, Aunt Susan & Me: The First for Women's Rights. Coward, 1979. Levy, Elizabeth. If You Were There When They Signed the Constitution. Scholastic, 1987. Markum, Patricia Maloney. Politics. Franklin Watts, Inc., 1970. Mathis, Sharon Bell. Sidewalk Story. Avon Books, 1971. TEACHER REFERENCE La Raus, Roger and Richard C. Remy. Citizenship Decision Making: Skill Activities and Materials. Addison-Wesley, 1978. PARTICIPATION PROJECT "Service Seekers"

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • roles • responsibilities • participation • choice • political action Empathy • acceptance of diversity • •	Citizens are responsible for participating in meeting the problems of the present and future in a global world • as problem-finders/solvers • as decision-makers (voters, members of organizations, etc.) • as participants - leaders/ followers (in the working of family, school, community, State, national, world organizations) • •	Students could brainstorm lists of expectations of responsible "classroom citizens" and lists of expectations of responsible "adult citizens." Students will then illustrate or collect pictures for these expectations and compare and contrast the lists. Students could practice problem solving through exploration of relevant classroom and school problems. A basic format for problem solving could be posted in the classroom and referred to throughout the year. Resource management will affect all nations in a globally interdependent world. Select several energy-related future scenarios and role play decision-making. School energy conservation could be explored. Persistent issues of prejudice and human rights violations will require abilities to resolve conflict.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • organizing information **Presenting Information** • following a given format • using media and visuals to communicate ideas using a variety of media forms **Participating in Interpersonal and Group Relations** • initiating ideas • giving constructive criticism • suggesting ways of resolving group differences **Self-Management** • developing constructive attitudes toward conflict	Knowledge • Can the student identify responsibilities of good citizens in the classroom, school, and global world? Skills • Can the student organize information following a specific format? • Can the student participate in a group problem-solving process? • Can the student demonstrate a growing ability to perceive conflict as potentially manageable?	BOOKS Coles, Robert. Saving Face. Dell Publishing Co., Inc., 1972. Klein, Leonore. Only One Ant. Hastings House, 1971. Smith, Samantha. Journey to the Soviet Union. Little, Brown, 1985. AUDIOVISUALS Choosing Our Nation's Goals. Society for Visual Education. Multimedia, 1978. Solving Some Social Problems. Society for Visual Education. Multimedia, 1978. PARTICIPATION PROJECT "Young Citizens Concerned"



CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • participation • representation • political action	In the United States, our political system is generally described as a representative democracy. • It is a government chosen by the people and responsible to the people. • People elect members of Congress as lawmakers. • People indirectly elect the President. •	Students might participate in an election in which representatives are chosen by a constituency. Charts are frequently used to explore function and structure of U.S. government. Students could compare and contrast several published charts, then create their own versions using geometric construction terms and tools. The charts explored and constructed could be used as stimuli for writing about aspects of the U.S. political system. Guide students to recognize and execute expository writing.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating sources of print and nonprint information • using visuals including charts and diagrams **Using Information** • selecting appropriate headings for data • identifying similarities and differences in data • developing labels, charts, and diagrams **Participating in Interpersonal and Group Relations** • participating in group planning and following democratic procedure in an election process	Knowledge • Can the student identify the United States political system as a representative democracy? Skills • Can the student participate in an election following democratic procedures? • Can the student use data from charts and diagrams to develop an original chart?	BOOKS Elting, Mary. We Are the Government. Doubleday & Co., Inc., 1967. Gray, Lee Learner. How We Choose A President. St. Martin's Press, 1976. It's Our Government: Congress, the President and the Courts. Janus Book Publishers, 1982. Lindrop, Edmund. The First Book of Elections. Franklin Watts, Inc., 1972. Peck, Robert Newton. Soup for President. Alfred A. Knopf, Inc., 1978. Peterson, Helen Stone. The Making of the Constitution. Garrard, 1975. Sharmat, Marjorie Weinman. Maggie Marmelstein for President. Harper & Row Publishers, 1975. AUDIOVISUALS The American Experience in Democracy. Society for Visual Education. Filmstrips and cassettes.

A Study in Local Government: Representation

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Nation-State • government • structures • functions	All levels of the United States government have officials. • Political officials are chosen by: - appointment - selection by the people in the society (election) • Political leaders contribute - talents and abilities - ideas - expertise - experience •	Given a list of local, county, State, and national government officials and political leaders students will investigate and categorize them in various ways such as: - elected - appointed - town - county - State - national - by areas of experience and expertise. Identifying traits and abilities of political leaders can prepare students to think critically about political candidates.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • categorizing data by selecting appropriate headings **Presenting Information** • organizing lists **Self-Management** • developing a constructive attitude toward diversity	Knowledge • Can the student recognize that all levels of United States government have officials? Skill • Can the student categorize data by selecting appropriate headings? • Can the student demonstrate a growing capacity to accept diversity as inevitable and natural?	TEACHER REFERENCE A Look at Our Town, Village, City, County Government. League of Women Voters, Department of State, New York State Education Department. See Section: "Power/Leadership." PARTICIPATION PROJECT "Laws and Lawmakers in Our Local Community" "Research the Rules" BOOKS Faber, Doris. Eleanor Roosevelt: First Lady of the World. Viking/ Kestrel, 1986.

A Study in Local Government: Formal Structures of Government

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Nation-State • government • structure • function Citizenship • awareness • government • leaders/supporters Interdependence • wants • needs • mutual	United States governments at all levels have structures to allow them to fulfill the functions of making, enforcing, and interpreting laws. • Local government (town, village, city) is structured to fulfill the functions of government. - local governments have legislative bodies - local governments have elected officials, some serving executive functions - local governments often employ police to enforce State and local laws - local governments take care of State jobs such as distributing welfare funds, building and repairing highways, organizing and running local elections	Using materials prepared by either local government officials or a local chapter of the League of Women Voters, students might identify those branches of government responsible for making, enforcing, and interpreting local and State laws. Students could prepare a booklet on local government as a result of their study. This booklet could be printed with the aid of local public or private groups and distributed in the community.

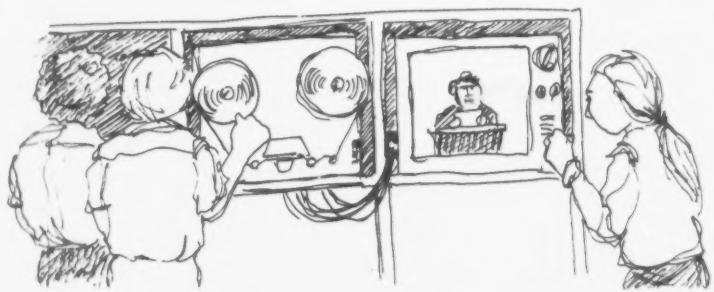
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating sources of print and nonprint information • identifying the types and kinds of information needed • recognizing advantages and limitations of various sources Using Information • classifying data by distinguishing between relevant and irrelevant information and events Presenting Information • writing in an expository way • communicating ideas coherently	Knowledge • Can the student identify the functions and structure needed in the United States at all governmental levels? • Can the student identify the three key functions of governments in the United States? Skills • Can the student locate sources of print and nonprint information? • Can the student identify the types and kinds of information needed? • Can the student write in an expository way by communicating ideas coherently?	BOOKS Eichner, James. The First Book of Local Government. Franklin Watts, Inc., 1983. Hoopes, Ray. What a United States Senator Does. Day Star Publishers, 1975. Parker, Nancy. The President's Cabinet and How it Grew. Parents Magazine Press, 1978. Peterson, Helen Stone. The Supreme Court in America's Story. Garrard Publishing Co., 1976. AUDIOVISUALS The American Experience in Deomcracy. Society for Visual Education. Filmstrips/cassettes. Government in the United States. National Geographic Society. Filmstrips/cassettes. TEACHER REFERENCE A Look at Our Town, Village, City, County Government. League of Women Voters, Department of State, New York State Education Department. See Section: "Problem Finder/Problem Solver" and "Appendix."

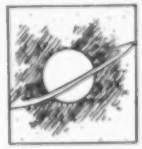
CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • government • structure • functions • roles • leaders/supporters Nation-State • structure • functions • management • cooperation • conflict • specialization • coordination	• New York State government is structured to serve the function of government in a similar way to the Federal Government. - Executive responsibility rests with the Governor. - Legislative responsibility rests with the State legislature. - Judicial responsibility rests with the State courts. • Our Federal Government has three separate branches to perform the three major tasks of any government. - The people elect members of the House of Representatives and the Senate. The House of Representatives and Senate make the laws which govern the nation and are together called the Congress. - Every four years the people of the United States directly elect a President whose job is to enforce and carry out existing laws and to propose new legislation to Congress. The President is the head of the executive branch. - The third branch, the judicial branch of the government, is made up of the Supreme Court and lower courts that the Congress has established. One of their functions is to interpret the laws.	Students could compare and contrast the New York State government with the Federal Government by creating charts of each level in small groups. A simulation or role play activity dealing with functions of the branches of government could help students grasp this content understanding.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • categorizing data • comparing and contrasting data by developing charts **Presenting Information** • classifying and categorizing data in chart form **Participating in Interpersonal and Group Relations** • assumes responsibility for carrying out individual and group tasks	Knowledge • Can the student identify the similarities between the structure of New York State government and the Federal Government? Skill • Can the student contrast and compare data by developing charts? • •	BOOKS Carpenter, Allan. New York. Childrens Press, 1978. Cunningham, John. On the Go in New York. Afron Publishing, 1975. Fink, William B. Getting to Know New York State. Coward, 1971. PAMPHLET "I Love New York the Empire State," Department of Commerce, 99 Washington Avenue, Albany, NY 12245. TEACHER REFERENCES League of Women Voters of New York State. New York State: A Citizen's Handbook. League of Women Voters of New York State, 817 Broadway, New York, NY 10003. Search Simulations. Shipwreck and Other Government Games. Scholastic Book Services, 1974. AUDIOVISUALS State and Local Government in Action. New York Times Educational Enrichment Materials. Filmstrips and cassettes. KIT U.S. Constitution Learning Center Kit

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • cooperation • mutual benefit • coordination	People living in a modern United States society need laws. Laws can • provide rules and processes for resolving disputes fairly and rationally • guide and coordinate their activities • discourage antisocial behavior such as harassment, assaults, and thefts •	Students can role play a day without rules at home and in the classroom. Then students can clip and categorize news articles that suggest how laws influence our lives. Many news cartoons deal with rules and laws and can provide a starting point for discussing law-related issues.
Citizenship • wants • needs • limits • mutual benefits • participation • government • functions	Governments organize to provide functions people cannot provide as individuals. • public works • public safety • health and welfare • administrative • educational/recreational •	Students could invite representatives from governmental areas to the classroom to discuss their functions and services provided. The results could be videotaped as a newscast or written as a newspaper article or series for the local paper. Using their school as a case study, students could investigate the interaction of many areas of public benefits. How is the school served by public works, public safety, health, welfare, recreational benefits? The results could be displayed on charts in the school corridors and could later be displayed in a local government center.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • through interviews • through active role play and printed news sources Using Information • checking on completeness of data • generalizing on the basis of data collected • creating broad statements encompassing findings Presenting Information • writing concise summary statements Self-Management • developing constructive attitudes toward conflict	Knowledge • Can students identify specific reasons why people need laws? • Can students identify specific government functions? Skills • Can students generalize on the basis of collected data? • Can the student create summary statements of findings? • Can the student demonstrate a growing capacity to perceive conflict as potentially manageable?	BOOKS Stevens, Leonard A. How a Law is Made; the Story of a Bill Against Air Pollution. Thomas Y. Crowell Company, 1970. Weiss, Ann E. Save the Mustangs! How a Federal Law is Passed. Julian Messner, 1974. TEACHER REFERENCES American Bar Association, Special Committee on Youth Education for Citizenship, Susan Davison, editor. Bibliography of Law-Related Curriculum Material. Annotated Second Edition, 1976. Our Town, Village, City, County Government. League of Women Voters, Department of State, New York State Education Department. See Section: "Cost/Benefit."



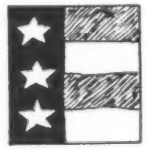
CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • political action • planning • coordination Nation-State • government • function • coordination • management	Governments in the past and present have served in planning functions as in: • Reston, Virginia • Denver's Green Belt • Revitalization of cities/suburbs - Buffalo's waterfront - Albany's South Mall - Your local town • Underground cities - Chicago, Illinois - Montreal, Quebec - Toronto, Ontario • Brasilia, Brazil In the future, governments and/or citizen groups may plan and coordinate the growth of: • land communities • underwater communities • planetary/interplanetary communities • stellar communities	 Given an environment (underwater area, for example) student groups plan a community that would operate efficiently in that environment. Students will consider housing, travel, health care, natural resources, etc. They could prepare an oral presentation to others about the community. Students could write letters to cities or towns where community planning has been evident requesting information on the stages of planning undertaken. Students will discuss the responses and summarize community planning. Wherever possible, students could view photos, slides, movies, or filmstrips showing those particular planned communities. Correlation to science topics such as space and oceanography would offer interdisciplinary problem-solving themes and experiences.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • from listening to varying viewpoints Using Information • generalizing by checking reasoning looking for inconsistencies Presenting Information • speaking in an effective way using visuals • learning and developing skills of being a discussion leader or participant Participating in Interpersonal and Group Relations • recognizing others may have another point of view • following democratic procedures in group decision making • suggesting means of group evaluation Self-Management • developing constructive attitudes toward conflict	Knowledge • Can the student identify aspects of future planning citizens will need to consider? Skills • Can the student speak effectively to a topic? • Can the student follow democratic procedures in group decision making? • Is the student becoming more adept at recognizing the complexity in a conflict situation?	BOOKS Bergaust, Erik. Colonizing Space. G. P. Putnam's Sons, 1978. Gatland, Kenneth and David Jefferis. The World of the Future Series, four titles. Hayes Usborne Publishing Company, London, 1979. Kerrod, Robin. The World of Tomorrow. Watts, 1980. Krewer, John. Future Think. Good Apple, Inc., 1979. Lambert, Mark. The Future of the Environment. Bookwright Press, 1986. AUDIOVISUALS From Here to Planets and The Restless Sea, Walt Disney Media Company. Filmstrips/cassettes. TEACHER REFERENCES American Institute of Architects. Built Environment, 1974. Sanoff, Henry. Design Games: Playing for Keeps With Personal and Environmental Design Decisions. William Kaufman, Inc., 1979.

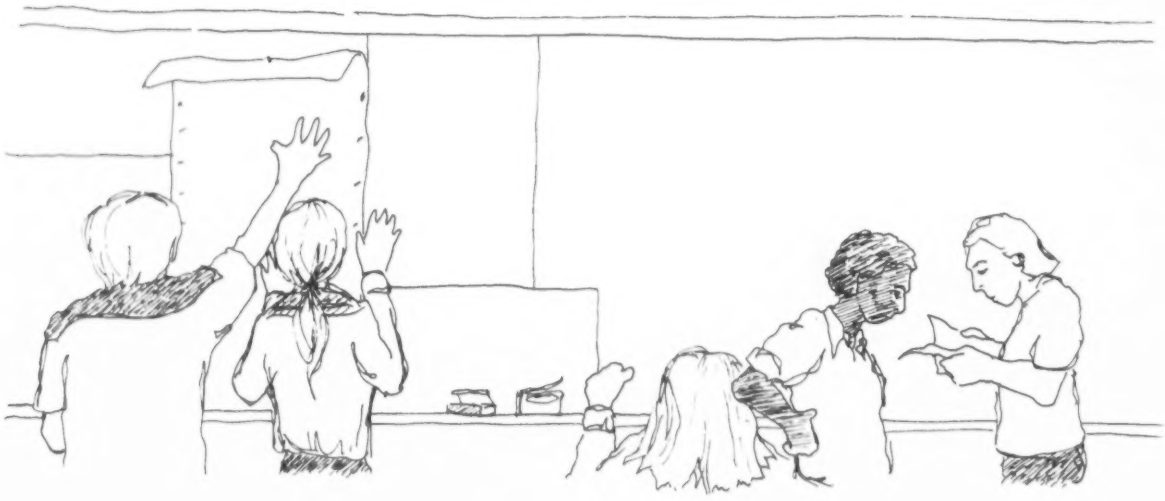
A Study in Local Government: Law Making

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • wants • needs Scarcity • limits • conflicts Culture • diversity • awareness • understanding • communication • values Change • continuous • conflict	In the past and present, people in a local community share(d) common problems. • space • energy • transportation • diversity A local community has a political history. • As the community grew, conflicts over needs and wants led to the establishment of a government to make decisions. • Rules and laws in the community's past are different than today's rules/laws. • Local political leaders and groups of people made contributions. The U.S. has a political history. It includes the development of such documents as the: • Declaration of Independence • The U.S. Constitution and its Amendments • •	Given an actual problem faced by the local community, students will suggest solutions as individuals. Given the same problem, students will, in groups, suggest solutions. The goal is to help students: 1. Define a problem 2. Gather data 3. Analyze relationship of data 4. Generate alternative solutions 5. Select the best solution 6. Test and evaluate the solution Selections from children's literature can illustrate this understanding. A time line placing key events in American political history can help students gain a sense of chronologic time. In the exploration of democratic values and key U.S. documents, help students recognize that rights were won for some groups more slowly than others.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • formulating alternative means of problem solving Participating in Interpersonal and Group Relations • suggesting ways of solving group differences • giving constructive criticisms • listening to reason • anticipating consequences of group action Self-Management • developing constructive attitudes towards conflict	Knowledge • Can the student recognize that people in a local community share common problems? • Can the student explain the role of specific studied documents in U.S. political history? Skills • Can the student offer sensible alternatives as solutions to problems? • Can the student participate in constructive criticism? • Can the student perceive conflict as potentially manageable?	BOOKS Armstrong, William H. Sounder. Harper & Row Publishers, 1969. Collier, James & Christopher. Jump Ship to Freedom. Yearling, 1981. ____. War Comes to Willy Freeman. Delacorte, 1983. George, Jean. Who Really Killed Cock Robin? E. P. Dutton, 1971. Lindop, Edmund. Birth of the Constitution. Enslow, 1986. Smucker, Barbara. Runaway to Freedom. Harper & Row, 1977. Taylor, Mildred D. Roll of Thunder, Hear My Cry. Dial Press, 1976. AUDIOVISUALS Documents of Democracy. Society for Visual Education. Filmstrips and cassettes. Solving Some Social Problems and Choosing our Nation's Goals, Society for Visual Education. Filmstrips and cassettes, skill sheets. PARTICIPATION PROJECT "Young Citizens Concerned"

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • participation • choice • political action • efficacy • rights Citizenship • roles • responsibilities • participation • choice • political action	A democratic system, such as that of the United States, allows citizens to influence the rate and type of change. • In a democratic classroom, students and the teacher could work together to change - rules - seating - furniture arrangement. • In a democratic school, staff/ faculty and students could work together to analyze, amend, and create new rules and procedures. In a democratic community, citizens plan and direct change through political participation. • In the future citizens will need to plan and direct change - to avert natural disaster - to meet problems of scarcity - to live in peace in a global world. •	Each student will formulate his/her own seating chart, room arrangement, and list of rules. Students are then given the task of combining ideas into one list of each by their own method. Following this, students will participate in a discussion of representative government, its advantages and disadvantages. Students could participate in a class government that will be the vehicle for decision making in the classroom. Involvement could include planning, campaigning, electing, and organizing meetings.  The thrust of the grade four program is to help students explore difficult historic and governmental ideas at an immediate and observable level. Active involvement is one key goal. How might your students participate in their community in a helping role?

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • making inferences and generalizations Participating in Interpersonal and Group Relations • suggesting alternative sources of action • participating in democratic problem solving Self-Management • developing constructive attitudes toward change	Knowledge • Can the student explain ways the democratic system allows many people to effect change? Skills • Can the student participate effectively in group problem solving by exploring alternative courses of action? • Can the student evidence a growing capacity to promote desirable change?	BOOKS Merrill, Jean. The Pushcart War. Macmillan Publishing Company, 1965. TEACHER REFERENCE Casteel, J. Doyle. Learning to Think and Choose: Decision-Making Episodes for the Middle Grades. Goodyear Publishing Company, 1978.



APPENDIX A:

STUDENTS WITH HANDICAPPING CONDITIONS

The Board of Regents, through revising the Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to handicapped students either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to handicapped students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education or a student's IEP.

STRATEGIES FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define and pre-teach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

ALTERNATIVE TESTING TECHNIQUES

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. These modifications are to be **used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as educationally handicapped are provided the alternative testing techniques which have been recommended by the CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual, Alternative Techniques for Students with Handicapping Conditions which can be obtained from:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Room 1071 Education Building Annex
Albany, New York 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities.

This syllabus, by design, includes information, activities and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.

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